

Salisbury

STATE UNIVERSITY



Graduate Catalogue
2000-2001

Salisbury State University

2000-2001 Graduate Catalogue

Salisbury, Maryland 21801-6860

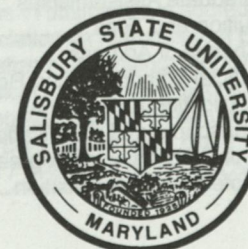


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General Information

Mailing Address

Salisbury State University
1101 Camden Avenue
Salisbury, Maryland 21801-6860

Specific correspondence should be addressed as follows:

Admission	Dean of Enrollment Management
Transcript of Record	Registrar
Business Matters	Vice President of Administration and Finance
General Matters	Director of Public Relations
Graduate Admission	Dean of Enrollment Management
Summer Sessions/Winter Term	Registrar

Information about Salisbury State University, including a colorful photo tour, is available on the University's home page at the following Web site: www.ssu.edu.

Telephone Number

410-543-6000
FAX 410-543-6068
TTY 410-543-6083
1-888-543-0148

Catalogue Notice

This catalogue is a guide for information and not a contract. The University reserves the right to change requirements for degrees, prerequisites, fees, scheduling and related matters. All changes are implemented so that new curricular requirements will not work hardships on students who have entered under an earlier set of requirements. The *Schedule of Semester Course Offerings*, published biannually by the Office of the Registrar, provides the official list of University course offerings.

Family Educational Rights And Privacy Act

Under the provisions of the Family Educational Rights and Privacy Act, SSU provides student directory information without prior consent of students. Directory information includes a student's name, local address (if listed), date and place of birth, major fields of study, participation in officially recognized activities and sports, weight and height (of an athletic team member), dates of attendance, degrees and awards received, and most recent previous educational agency or institution attended, as well as a listing of officers of student organizations (including names and addresses).

Students who want more or less than directory information released should notify the Office of the Vice President of Student Affairs, Guerrieri University Center.

Equal Opportunity Policy

It is the policy of Salisbury State University to provide equal employment and educational opportunities without regard to race, color, religion, national origin, sex, age, marital status, handicap or sexual orientation. More specifically, it is the University's policy to make decisions regarding educational opportunities and employment including recruitment, hiring, promotion and other terms and conditions of employment without discrimination. Inquiries should be directed to Equal Employment Officer, Salisbury State University, 1101 Camden Avenue, Salisbury, Maryland 21801-6860. Telephone 410-543-6426.

Accreditations

Salisbury State University has the following accreditations:

The University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA, 19104, 215-662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

The Department of Chemistry is approved by the American Chemical Society Committee on Professional Training, a specialized scientific society founded in 1876 and recognized though an Act of the U.S. Congress in 1937.

The programs in respiratory therapy and athletic training are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), a specialized accrediting agency recognized by the Council for Higher Education Accreditation. The Joint Review Committee on Educational Programs in Athletic Training and the Committee on Accreditation for Respiratory Care serve as arms of the CAAHEP and review all programs seeking specialized accreditation status in athletic training or respiratory therapy, respectively.

The social work program is accredited by the Council on Social Work Education, a specialized accrediting agency recognized by the Council for Higher Education Accreditation.

The degree programs in business are accredited by the International Association for Management Education (AACSB), a specialized accrediting agency.

The program in medical technology is accredited by the National Accrediting Agency for Clinical Laboratory Sciences, 8410 W. Bryn Mawr Ave., Suite 670, Chicago, IL 60631, (773) 714-8880. The NAACLS is a

specialized accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The Department of Environmental Health Sciences is accredited by the National Environmental Health Science and Protection Accreditation Council, 720 S. Colorado Blvd., South Tower, Suite 970, Denver, CO 80246, (303) 756-9090. The NEHSPAC is a specialized accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The programs in nursing are accredited by the National League for Nursing Accrediting Commission, 61 Broadway, 33rd Floor, New York, NY 10006, (212) 363-5555. The NLNAC is a specialized accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Designations

Salisbury State University has the following designations:

Maryland State Publications Depository
Serviceman's Opportunity College
U.S. Government Selective Document Depository
American Association of Botanical Gardens and Arboreta

Memberships

Salisbury State University is a member of the following organizations:

American Association for Higher Education
American Association of State Colleges & Universities
American Council on Education
Association of American Colleges and Universities
College Entrance Examination Board
North Eastern Association of Graduate Schools
Council on Social Work Education
American Association of Colleges of Nursing
American Association of Colleges for Teacher Education
National Athletic Trainer's Association

University System of Maryland

Salisbury State University is a member of the University System of Maryland, which is comprised of 11 campuses, about 70 centers and institutes, and three other research and public service institutes.

University Calendar

The following dates are subject to change. Check the *Registration Bulletin* each semester for updated information.

FALL SEMESTER 2000

August 31 (Thursday) Classes begin
November 23-24 (Thursday-Friday) Thanksgiving vacation
December 13 (Wednesday) Classes end
December 15-21 (Friday-Wednesday) Final exams
December 17 (Sunday) Commencement

WINTER TERM 2001

January 2 (Tuesday) Classes begin
January 25 (Thursday) Term ends

SPRING SEMESTER 2001

January 29 (Monday) Classes begin
March 19-23 (Monday-Friday) Spring break
May 15 (Tuesday) Classes end
May 17-23 (Thursday-Wednesday) Final exams
May 26 (Saturday) Commencement

SUMMER SESSIONS 2001

May 29-July 5 Summer Session I
June 18-July 25 (M.Ed. courses only) Summer Session II

FALL SEMESTER 2001

August 30 (Thursday) Classes begin
November 29-30 (Thursday-Friday) Thanksgiving vacation
December 12 (Wednesday) Classes end
December 14-20 (Friday-Thursday) Final exams
December 16 (Sunday) Commencement

WINTER TERM 2002

January 2 (Wednesday) Classes begin
January 25 (Friday) Term ends

SPRING SEMESTER 2002

January 28 (Monday) Classes begin
March 25-31 (Monday-Friday) Spring break
May 14 (Tuesday) Classes end
May 16-22 (Thursday-Wednesday) Final exams
May 18 (Saturday) Commencement

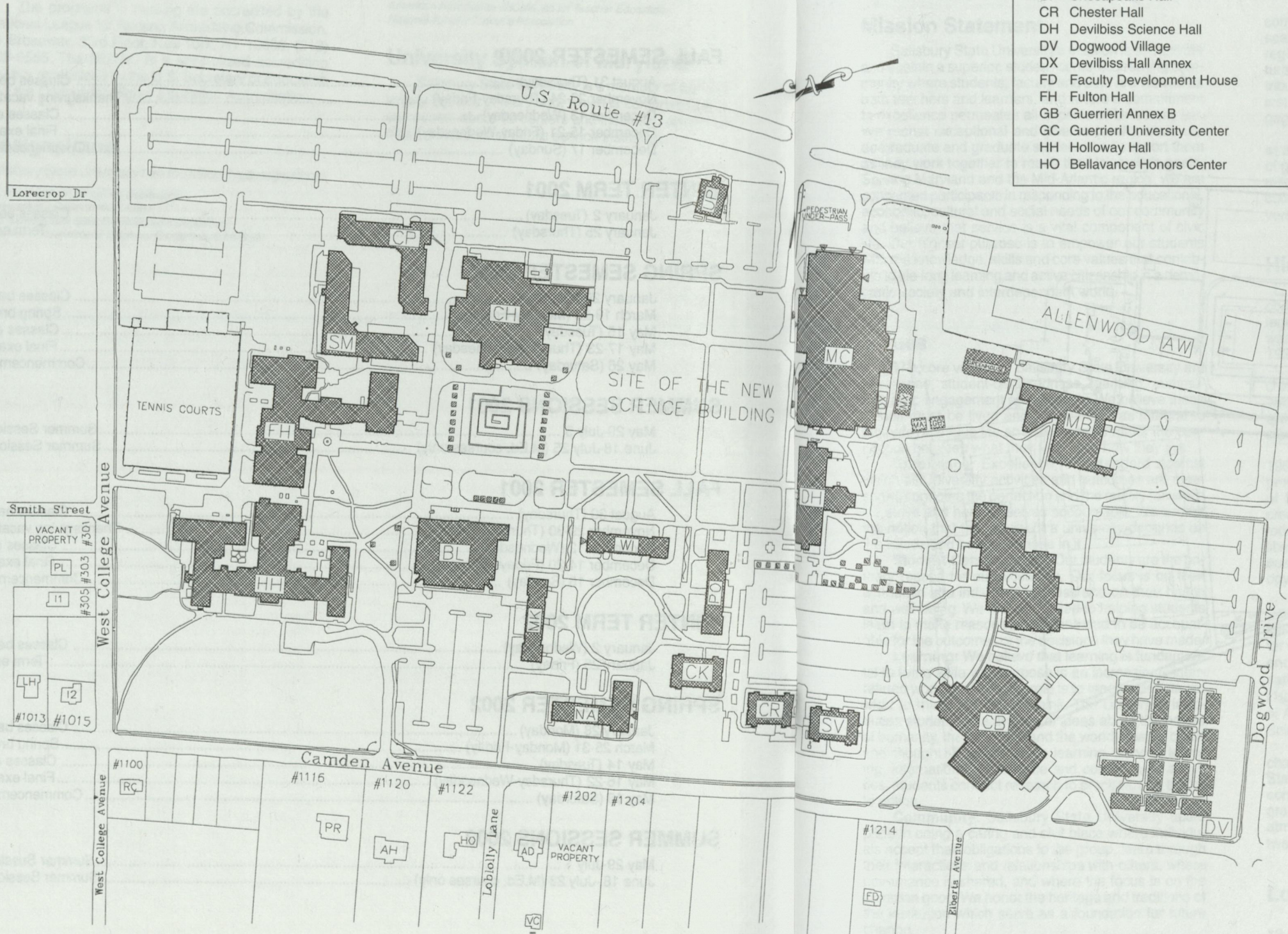
SUMMER SESSIONS 2002

May 29-July 1 Summer Session I
June 18-July 23 (M.Ed. courses only) Summer Session II

Campus Map

MAIN CAMPUS

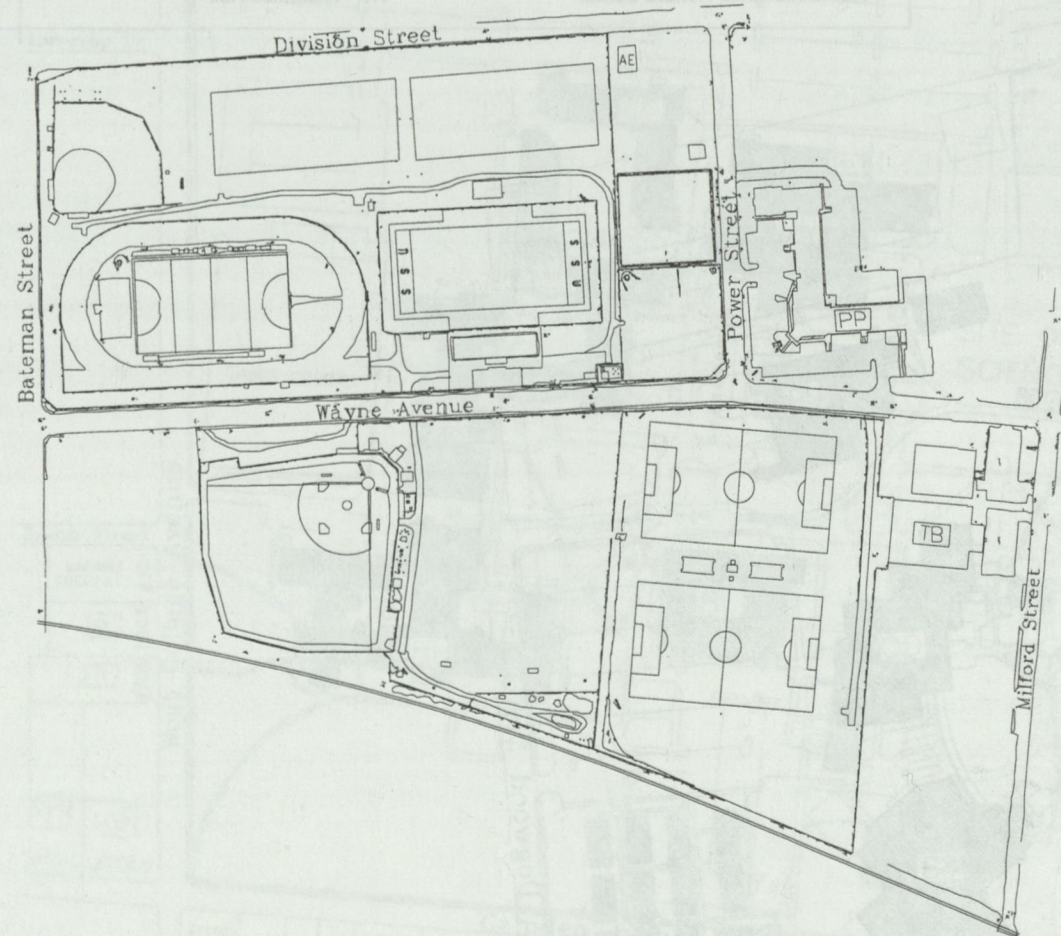
- | | |
|--------------------------------|--|
| AD Admissions House | I1 International House #1 |
| AH Alumni House | I2 International House #2 |
| AW Allenwood Offices | LH Language House |
| BL Blackwell Library | MA Maggs Annex A |
| CB Commons Building | MB Maintenance Building/Physical Plant |
| CH Caruthers Hall | MC Maggs Physical Activities Center |
| CK Choptank Hall | MK Manokin Hall |
| CP Chesapeake Hall | MX Maggs Annex |
| CR Chester Hall | NA Nanticoke Hall |
| DH Devilbiss Science Hall | PL Philosophy House |
| DV Dogwood Village | PO Pocomoke Hall |
| DX Devilbiss Hall Annex | PR President's Residence |
| FD Faculty Development House | RC Conflict Resolution Center Inc. |
| FH Fulton Hall | SM St. Martin Hall |
| GB Guerrieri Annex B | SV Severn Hall |
| GC Guerrieri University Center | UP University Police |
| HH Holloway Hall | VC Visitor's Center |
| HO Bellavance Honors Center | WI Wicomico Hall |



East Campus

EAST CAMPUS

AE Architectural and Engineering Services
TB Indoor Tennis Center
PP Power Professional Building



The University

Mission Statement

Salisbury State University's mission is to cultivate and sustain a superior, student-centered learning community where students, faculty and staff are viewed as both teachers and learners, and where a commitment to excellence permeates all aspects of University life. We recruit exceptional and diverse faculty, staff, undergraduate and graduate students and support them as they work together to reach the University's goals. Serving Maryland and the Mid-Atlantic region, we are concerned participants in responding to the educational, economic, cultural and social needs of our community and believe that service is a vital component of civic life. Our highest purpose is to empower our students with the knowledge, skills and core values that contribute to life-long learning and active citizenship in a democratic society and interdependent world.

Values

The core values of Salisbury State University are excellence, student-centeredness, learning, community, civic engagement and diversity. We believe these values must be lived and experienced as integral to everyday campus life so that students make the connection between what they learn and how they live.

Excellence: Excellence, the standard against which all University activities and outcomes are measured, connotes the perfection and the quality for which we strive and hold ourselves accountable. We accept the notion that the quality of a university depends on the heads and hearts of those in it.

Student-Centeredness: Our students are the primary reason for our existence. Our focus is on their academic and individual success and on their health and well-being. We are committed to helping students learn to make reasoned decisions and to be accountable for the outcomes of the decisions they have made.

Learning: We believe that learning is fundamental to living a life with purpose in an increasingly inter-related world and that our role is to teach students not what to think, but how to think. The University introduces students to a system of ideas about the nature of humanity, the universe, and the world created by art and thought. Through active learning, service learning, international experience and co-curricular activities, students connect research to practice, and theory to action.

Community: Salisbury State University takes pride in being a caring and civil place where individuals accept their obligations to the group, learn through their interactions and relationships with others, where governance is shared, and where the focus is on the common good. We honor the heritage and traditions of the institution which serve as a foundation for future change.

Civic Engagement: The University stands as a part of, rather than apart from, the local and regional

community. Recognizing its history and traditions, we seek to improve the quality of life for citizens in the region. We believe it is our responsibility to enrich cultural life, enhance the conduct of public affairs and contribute to the advancement of the region. We seek to instill in our students a lifelong commitment to civic engagement.

Diversity: Salisbury State University views itself as a just community where there is respect for the value of global, societal and individual differences and commitment to equal opportunity. Diversity is purposefully cultivated as a way to strengthen and enhance our University community.

History

In 1922, the Maryland Legislature established a commission to determine a location for a two-year college on the state's Eastern Shore. A site at Salisbury was selected and the institution opened in September 1925.

The college's two-year course of study was increased to three years in 1931 and to four years in 1934. Following this, and by action of the Legislature of 1935, the College was authorized to grant the Bachelor of Science.

The academic program expanded in 1947 and in 1960, offering four-year programs in arts and sciences, providing students with a Bachelor of Arts or Bachelor of Science. The University continues to meet the increasing demands of society for quality education and today offers a variety of undergraduate programs in liberal arts, sciences and in the professional fields of business administration, education, medical technology, nursing, respiratory therapy and social work.

In 1962, the state board of trustees approved a graduate program leading to the Master of Education, followed with a Master of Arts in English (1974), a Master of Business Administration (1981), a Master of Science with a major in nursing (1982), a Master of Education with a major in public school administration (1994), a Master of Arts in Teaching (1996), a Master of Arts with a major in history (1998), and a Master of Science in applied health physiology (2000).

In 1988, the state Legislature approved the name change from College to University. Today, Salisbury State University is a nationally accredited, four-year comprehensive university offering 38 distinct undergraduate and graduate degree programs in a friendly atmosphere that encourages close relationships between faculty and students.

Location

Salisbury State University is located on U.S. Route 13 at the southern edge of Salisbury, MD, which has a metropolitan population of 70,000 and lies 30 miles west of Ocean City, MD; 115 miles southeast of Baltimore,

MD, and Washington, D.C.; 125 miles south of Philadelphia, PA; and 125 miles north of Norfolk, VA.

Organization

Responsibility for the administration of the University is assigned to the president, who is appointed by the University System of Maryland Board of Regents. The president is assisted in the administration of the University by academic, student services and business administrators. Appointments to these positions, to other administrative offices and to the faculty and staff of the University are made by the president.

The Franklin P. Perdue School of Business, the Richard A. Henson School of Science and Technology, the Charles R. and Martha N. Fulton School of Liberal Arts and the Samuel W. and Marilyn C. Seidel School of Education and Professional Studies offer the University's curriculum. School deans, department heads and individual faculty members report to the provost in all matters pertaining to instruction.

The Franklin P. Perdue School of Business includes the faculties of accounting, business administration, economics and management information systems.

The Richard A. Henson School of Science and Technology includes the faculties of biology, chemistry, environmental health, geography and regional planning, mathematical and computer sciences, medical technology, nursing, physics and respiratory therapy.

The Charles R. and Martha N. Fulton School of Liberal Arts includes the faculties of art, communication arts, English, history, liberal studies, modern languages (French, German, Spanish), music, philosophy, political science, psychology and sociology.

The Samuel W. and Marilyn C. Seidel School of Education and Professional Studies includes the faculties of education, military science, physical education and social work.

Facilities

The **Alumni House**, on Camden Avenue opposite the Holloway Hall entrance, serves alumni gatherings and houses the offices of Alumni Relations, University Advancement and the SSU Foundation.

The **Architectural and Engineering Building** is located at the corner of Power and South Division Streets. SSU architects and engineers are located in this building.

The **Bellavance Honors Center**, on the corner of Camden Avenue and Loblolly Lane, has offices, classrooms and social gathering areas for students enrolled in the Thomas E. Bellavance Honors Program.

Blackwell Library is located near the center of the campus. In addition to book and periodical holdings, there are many special collections including government documents, a curriculum laboratory and the Maryland Room. The online catalog provides direct access to and borrowing privileges from the other libraries of the University System of Maryland.

Caruthers Hall, situated near Route 13 to the right of the University's main entrance, houses the Learning Center; department offices for social work and teacher education; classrooms; faculty offices; a 225-seat auditorium; and the Communications Center, which includes public radio station WSCL.

The **Center for Conflict Resolution Inc.** provides the community with the means to replace adversarial and violent modes of resolving conflict with nonviolent, collaborative processes and techniques. Through the center, individuals and groups can learn to communicate constructively, thoughtfully and compassionately.

The **Commons** is located on the south end of the campus with a walking link directly connecting it to the Guerrieri University Center. The food court provides 13 different food selections per meal. This beautiful building also houses the book store and the campus post office.

Devilbiss Science Hall is located at the south end of the campus mall. In addition to 22 classrooms and 27 offices, it contains laboratories for biological sciences, chemistry, geography and physics. Special features in this building are a theatre-lecture hall seating 224 and a greenhouse.

The **Faculty House**, situated on Camden Avenue across from Nanticoke Hall, is a forum for faculty meetings and professional gatherings. A large, partially secluded rear yard is also available for faculty events.

Fulton Hall contains a black box theatre; a photography studio and darkrooms; ceramics, drawing, graphic design, painting and sculpture studios; the faculty offices for the Art, Communication Arts and Music departments; an electronic piano room; practice and listening rooms for music students and orchestra; and choral rehearsal rooms. The departments of Sociology and Political Science, the Computer Center, the dean's office, general purpose classrooms, a lecture hall and the University Gallery are also located in Fulton Hall.

The **Galleries at Salisbury State University** extends the University's cultural commitment to the community. The University Gallery (Fulton Hall) and Atrium Gallery (Guerrieri University Center) comprise a regional, membership-supported free arts resource.

The **Guerrieri University Center** supports the mission of the University by helping create and sustain an ambience where all members of our community, and students in particular, are provided the opportunity, encouragement and support necessary to better realize their potential as individuals and scholars. The center provides myriad opportunities for students, as well as others, to realize the many dimensions of the University mission statement, including clarity of expression, cultural diversity, responsible citizenship, social interaction and community service.

Guerrieri University Center facilities include lounges, meeting rooms, games room, Information Desk, Gull's Nest Pub and Eatery, Student Affairs Office, Office of New Student Experience, Facilities Reservations, Conference Services, Career Services, Student Counseling Services, Multiethnic Student Services, Events Services, Atrium Gallery, student radio station WSUR, student newspaper *The Flyer* and offices of student organizations. An automated teller machine (ATM) is conveniently located just outside the north entrance.

Holloway Hall, the administrative office building of the University, contains most administrative offices; history, psychology and English faculty offices; some classrooms; and the Franklin P. Perdue School of Business. Holloway Hall also houses a modern 776-seat auditorium and the Social Room.

The **Indoor Tennis Center**, located on Milford Street near the Power Professional Building, includes three tennis courts, lobby area, pro shop, showers and

locker rooms. Recreational play, varsity team use, membership times and organized league play are available seven days a week throughout the year.

The **International House**, adjacent to the campus, serves as the residence for four students and provides a focal point for internationally oriented activities of international and native students, faculty and administrators.

The **International Students' Residence**, on the northeast corner of Camden and College avenues, provides residence-hall-style housing for seven international students and a house manager.

The **Office of Information Technology** is located on the first and second floors of Fulton Hall. Information Technology is responsible for the administrative computer system, the campus network, and the residence hall network (ResNet). The administrative computer system is a Compaq/Digital Equipment Corporation VAX running the SCT/IA suite of products. Academic computing is supported by a Novell 4.11/5.x network operating system. The Novell campus network system provides GroupWise e-mail and Netscape Internet access across the campus, as well as access in the computing laboratories to many classroom/instructional software packages. Seven general purpose PC and Macintosh computer labs are located in the following buildings: Fulton Hall, Devilbiss Hall, Guerrieri Center and the Power Professional Building. These labs provide a setting for instruction as well as open use to faculty and students. In addition, Information Technology provides Internet access to students housed in residence halls who own computers that are equipped with network interface cards and to students in Dogwood Village via modem.

The **Learning Center**, located in Caruthers Hall, provides a range of services for students needing academic assistance including diagnostic testing, individual and small-group tutoring, self-paced learning programs, and formal courses in basic skill areas of reading, writing, mathematics and study techniques. The center is open daily for walk-in or referral visits.

Maggs Physical Activities Center includes a large arena, swimming pool, dance studio, Nautilus room, strength room, classrooms, offices, large multipurpose gymnasium, three racquetball courts, varsity and intramural locker rooms, training room, equipment room and reception area.

The **Maintenance Building** (Physical Plant) houses Central Stores, the Motor Pool Office, as well as maintenance personnel.

Outdoor Athletics Facilities include a multi-use stadium; varsity fields for baseball, field hockey, soccer and softball; practice fields; an all-weather, 400-meter track; lighted intramural fields; two sand volleyball courts; and 12 tennis courts featuring plexi-pave surfaces with six lighted for night play. The baseball diamond features an AstroTurf infield, the only one in the state.

The **Philosophy House**, adjacent to campus on College Avenue, is home to the Philosophy Department, a small philosophy library, and classroom and study areas.

The **Power Professional Building**, located by the athletics fields on the east campus, houses laboratories and offices for medical technology, nursing and respiratory therapy; offices for computer science, mathematics and military science; classrooms; a computer lab; and the Edward H. Nabb Research Center for Delmarva History and Culture.

The **President's Residence** is situated on a 4 1/2-acre expanse, linked to the Alumni House and Bellavance Honors Center, opposite the Holloway Hall entrance.

The **Edward H. Nabb Research Center for Delmarva History and Culture**, formed in 1982, is dedicated to preserving the uniqueness of the history and culture of the Delmarva Peninsula, serving as a history laboratory for University students as well as a resource for other scholars and researchers. Collections include private papers, letters, diaries, business and land records, oral histories and folklife studies from and about Delmarva. The Nabb Research Center is in the Power Professional Building and is open five days per week, year round.

Residence Halls offer students a variety of living environments and lifestyle options. Pocomoke and Wicomico halls house freshman men, Manokin and Nanticoke halls house freshman women. Coeducational facilities include Chesapeake, Chester, Choptank, St. Martin and Severn halls. Dogwood Village, a modular housing complex, consists of 14 buildings, each housing 10 students in single rooms. The halls feature lounges offering television, conversational groupings and study areas as well as laundry and vending facilities.

Student Health Services, located in the south end of Holloway Hall, includes a waiting room, four treatment rooms, a combined utility room/laboratory and two offices.

The **University Police Building**, situated at the Route 13 entrance, houses the Environmental Safety Office, the Telecommunications Office, as well as University Police.

Centers and Institutes

Project Management Group

The **Project Management Group** (PMG), an entity of the Perdue School of Business, offers consulting services to a variety of clients including private businesses, government agencies, non-profit and community organizations. PMG works on applied research and analysis projects with an emphasis on market research through its **Mid-Atlantic Sales and Marketing Institute** (MASMI) and international business development through its **European American Business Institute** (EABI).

The PMG runs the Eastern Shore office of the **Maryland Export Assistance Network** (MEAN), a service of the Office of International Business—Maryland's Department of Business and Economic Development (DBED). MEAN provides companies in the eight Eastern Shore counties with international business, trade and investment assistance by combining local, state and federal resources.

Through the **Enterprise Development Group** (EDG), the PMG acts as the "entrepreneurial arm of SSU," providing one-stop-shopping access to the University's technology, know-how and other outreach assets. The EDG is also the technical assistance center for all on-campus enterprise development activities. The group continually scans the external environment, identifies community needs, and brings individuals and/or campus outreach entities together with our partners in the community.

Business Resource Center

The Perdue School's **Business Resource Cen-**

ter (BRC) supports economic development and business on the Eastern Shore of Maryland and, in a broader context, the Delmarva Peninsula. The BRC consists of three key organizations which cover the full spectrum of support to business and economic development:

The **Small Business Development Center** (SBDC) is a joint federal (Small Business Administration) and state program and is part of a national network of centers. It provides expert counsel and training programs to small businesses and to individuals who want to start a new business. The SBDC serves all counties in Maryland's Eastern Shore and has offices in Wye Mills as well as Salisbury.

The **Perdue Center for Professional Development** (PCPD) provides quality education and training programs for regional business owners and other professionals using academic resources and existing business expertise. The PCPD also provides business consulting on a contract basis complementary to that provided by the SBDC and employing academic resources through the ABLE program.

The **Lower Shore Manufacturing Network** (LSMN) stimulates and facilitates the development, application and commercialization of existing and emerging technologies on the Lower Eastern Shore. The LSMN coordinates the efforts of the manufacturing and business community, the educational system and the government to meet economic development needs. The LSMN is operated under a grant from the Maryland Department of Business and Economic development and supports its Eastern Shore Office of Regional Response. The LSMN works in partnership with **Student Career Development** to build a working relationship between secondary and post-secondary schools in Wicomico, Worcester and Somerset counties and local manufacturers to develop a "homegrown" work force that will meet the companies' growing needs. Coordinating plant tours for teachers, staff and students, coordinating manufacturing ambassadors with teachers and their classes, placing student or teacher interns into the workplace and facilitating blended instruction into the curriculum are the primary goals of the program.

Alumni Association

The Alumni Association maintains ties with 26,000 alumni in all 50 states and several foreign countries. Many of these alumni are vigorous supporters of the University through the association.

The association's objectives are to develop and foster an abiding loyalty for Salisbury State University, to promote a professional and ethical spirit that will characterize SSU's alumni members, to encourage participation in all activities that pertain to the betterment and

growth of the University, and to unite Salisbury State alumni and current students.

The University Office of Alumni Relations serves as a liaison between the association, the University and alumni. For information, call 410-543-6042 (toll free at 888-729-2586) or e-mail alumni@ssu.edu.

Graduate Council

The Graduate Council is the policy-making and coordinating body for graduate study in the University. The Graduate Council recommends academic policies and procedures to the administration of the University and serves as an advisory board to review appeals on matters concerning the interpretation of regulations governing graduate study and the degree programs. The council approves all changes in the graduate curriculum, evaluates trends in graduate education, and makes recommendations to the administration concerning the mission of graduate education and the utilization of resources within the University to meet the needs of its graduate constituency.

The Graduate Council consists of the University provost, the dean of admissions and the registrar (all ex officio); one member from each of the graduate programs in education, English, history, psychology, business and nursing; one member elected at large from the graduate faculty of the Henson School of Science and Technology; and two members elected at large from the graduate faculty of those departments which do not have master's degree programs in the Fulton School of Liberal Arts and the Seidel School of Education and Professional Studies.

Graduate Student Association

The Graduate Student Association helps to promote social, academic and professional opportunities for all graduate students at Salisbury State University. The GSA also acts as a liaison between the Graduate Council (the administrative and graduate faculty governing body of graduate programs) and the graduate student body. The GSA works closely with the Graduate Council to promote quality programs and services for graduate students.

The Graduate Student Association at Salisbury State University is a member of the National Association of Graduate and Professional Studies and the Association for the Support of Graduate Students. It is open to all graduate students at the University. The campus address is Salisbury State University, Campus Box 3076, Salisbury, MD 21801. The e-mail address is gsa@ssu.edu. Information on GSA meetings, activities and services for graduate students is available.

Student Life

General Information

Student programs and services exist at Salisbury State University to complement the academic mission of the institution, which is to develop graduates who assume their responsibilities as citizens. Recognizing that much of citizen development takes place outside the classroom through student programs, activities, organizations and services, professional staff focus on enhancing the teaching/learning environment for students and faculty, and on advancing the personal development of scholars.

These goals are accomplished, in part, by services, programs and staff in the offices of Student Affairs, Career Services and Student Counseling Services, Student Health Services, Guerrieri University Center, Multiethnic Student Services, University Police, Housing and Residence Life, Campus Recreation, University Dining Services, Athletics, Student Activities and Organizations, the New Student Experience program and Judicial Affairs.

Programs and Services

Blackwell Library

Blackwell Library is located near the center of campus. Its collections include extensive book and periodical holdings, as well as a wide array of electronic resources and databases accessible through the library's Web site. Special resources and services include a government documents collection, an electronic classroom for library instruction, the Maryland Room and an active interlibrary loan service. The online catalog, VICTOR, provides direct access to and borrowing privileges from all the libraries in the University System of Maryland.

Book Rack

The Book Rack, located in the Commons building, provides students with textbooks, required supplies and much more. Textbooks are available approximately two weeks prior to the first day of classes. Books incorrectly purchased may be returned for the full purchase price prior to the last day of drop/add only, provided they are accompanied by a valid cash register receipt, are clean (unwritten in) and resalable. All returns are subject to the discretion of the management.

The Book Rack caters to many of the students' daily needs, carrying dorm items, school supplies, and general reading and reference books. Students are eligible to purchase computer software and hardware at educational prices and configured to run on the campus network. A wide variety of campus wear and gifts

are offered to suit every taste. With proper identification, personal checks, VISA, MasterCard, American Express and Discover are accepted.

Campus Recreation

The Campus Recreation Office provides the entire University community the opportunity to participate in a variety of formal and informal activities which encompass team sports, individual and dual sports, outing activities and competitive and noncompetitive activities. In addition to the obvious benefit of physical fitness, participants also obtain improved skills, new and lifelong friends, some self-satisfaction and enjoyment, lifelong leisure-time skills, and social and ethical qualities (cooperation, trust, regard for others, etc.). These objectives are consistent with the University's educational mission.

A high level of skill is not a prerequisite for participation in any activity offered through the Campus Recreation Office. Therefore, all current students, faculty and staff members are urged to take part in both intramural events and sports club activities.

More information and a calendar of events can be obtained in the Campus Recreation Office located in Maggs Physical Activities Center. Information can also be accessed through campus recreation at SSU's Web site, www.ssu.edu.

Intramural Sports

Competitive sports are a desirable part of a student's program of education. The Campus Recreation Office offers nearly 30 different intramural events throughout the academic year. These events are organized competitions among individuals and teams. Leagues and tournaments are scheduled for each intramural event, utilizing student supervision and student officials.

Intramural activities include box lacrosse, five-on-five basketball, flag football, floor hockey, free throw contests, golf, NFL grid guessers, racquetball, sand volleyball, soccer, softball, sports trivia, tennis, three-on-three basketball, turkey trot, volleyball, walleyball, water polo, Earth Day 5K, three-point shoot-out and Turkey Trot 5K.

Sports Clubs

Sports clubs are a vital part of the campus recreation program and are designed to provide the University community with opportunities to participate in activities of special interest. Participation varies with trends and student leadership. Sports clubs include cycling, golf, ice hockey, martial arts, men's rugby, outdoor sailing, weightlifting, boxing, fencing, golf, men's lacrosse, field hockey, ultimate frisbee, women's rugby, men's volleyball and surfing.

Recreational Facilities

Facilities available to all SSU students include a strength room, Nautilus center, dance studio, racquetball courts, pool, gymnasiums areas, indoor climbing walls, indoor and outdoor tennis courts, playing fields, track and locker rooms. A schedule of open times can be obtained in the Campus Recreation Office located in Maggs Physical Activities Center.

Career Services

Career Services provides instruction, consulting, advising, information, services and opportunities in the wide arena of career planning and development. Students at every stage in their college career, from entering to senior year, can avail themselves of such assistance through Career Services. Some of these services include:

- Career Information, Graduate and Job Fairs
- Career Interest Testing
- Computer-Assisted Career Exploration System
- Choosing/Changing a Major
- Resume Critiques
- Job Search Procedures
- On Campus Interviewing
- One-on-One Sessions

Center for Conflict Resolution Inc.

The Center for Conflict Resolution Inc., based in the two-story red house on the southwest corner of College and Camden avenues, provides the community with the means to replace adversarial and violent modes of resolving conflict with nonviolent, collaborative processes and techniques. Through the center, individuals and groups can learn to communicate constructively, thoughtfully and compassionately.

The center offers fee-based mediation and training to businesses, schools, hospitals, organizations and individuals on the Delmarva peninsula. Classes are taught in conflict resolution and mediation skills with the opportunity to teach these skills to children and youth in local schools.

The center also serves as the headquarters of the interdisciplinary conflict resolution and peace studies minor. The C. Phillip Bosserman Peace Library is on the main floor of the center and contains reference materials related to social justice, peace studies, conflict resolution and other relevant information.

Dining Services

University Dining Services (UDS) provides various dining experiences for the convenience of students, faculty, staff and the campus community at large, and offers dining selections that are varied, creative and nutritionally sound. Dietary counseling is available through the staff registered dietitian. UDS provides financial support for students through work experience as well as paid internships in conjunction with academic studies.

The Commons, the hub of activity of Dining Services, offers many different services satisfying many different tastes. The Marketplace provides kiosk service with varied menus including Mexican, Italian, Oriental and home-style cooking. The Bistro offers alternative dining at its finest with a varied menu and upscale desserts. Seating is available in five dining rooms as well as the Courtyard, which boasts an outdoor atmosphere. The special dinner Festival of Foods heightens the excellent daily bill of fare with specialty events.

The Gull's Nest Pub and Eatery located in the Guerrieri University Center, specializes in food "To Go." Open from 8 a.m.-9 p.m. with a specialized menu of hot entrees, sandwiches, burgers, fresh dough pizza and a complete salad bar. Dine in or take out!

Gull's Nest satellite food cart services are available in Fulton and Caruthers halls and afford a variety of items including a hot daily special. The Gull's Nest operates Monday-Friday and is available for special events coordinated through student organizations.

Cool Beans Cyber-Cafe, located in the Guerrieri University Center, is open 7:30 a.m.-midnight, Monday-Friday, and noon-midnight, Saturday-Sunday. A modern day coffee shop with computer connections, the cafe serves Starbucks coffee, fresh pastries, salads and sandwiches and provides eight computer stations so students can check their e-mail or work on papers.

University Catering services to the campus community include everything from box meals to formal sit-down dinners as well as tent rentals. Catering also provides a work experience for students.

Disabled Student Services

In an effort to assist each student in reaching his or her full potential, Salisbury State University seeks to aid those students with special needs as they function in the classroom and live day-to-day on the campus. Students capable of academic success, regardless of their disabilities, are admitted to Salisbury State. Faculty and staff work cooperatively to assist students with special needs in their educational endeavors and adjustment to the campus community.

Salisbury State University is recognized as a barrier-free campus. Residence hall space for disabled students is available in six of 10 buildings.

Prospective students are encouraged to visit the University to become familiar with the campus and meet the support staff prior to making their final acceptance decision. The Student Affairs Office welcomes inquiries from students with special needs.

In order to receive services, students need to contact Disability Support Services (DSS), which operates under the auspices of the Office of the Vice President of Student Affairs, located in Guerrieri University Center Room 212.

Students must complete the following in order to become eligible for services:

1. Be accepted at the University.
2. Provide current assessments and evaluation supporting the diagnosis and (if possible) previous accommodations relevant to the disability.
3. Provide current medical and/or psychological documentation of the diagnosis from a licensed psychiatrist, or other appropriately licensed professional.
4. Complete the Student Information Sheet.

Disability documentation must be forwarded to DSS at the University according to the following deadlines:

fall semester	June 1
spring semester	November 1

Adhering to these dates ensures that the student has the optimal opportunity to have adequate academic adjustments and reasonable accommodations in place upon his/her arrival at the University.

Eastern Shore Regional Safe Communities Center

The Eastern Shore Regional Safe Communities Center promotes alcohol and drug education by coordinating programming and prevention activities about alcohol, drugs, highway safety and related issues. The center also maintains a referral network for agencies that offer services related to alcohol and drug issues.

Funded through grants from the Maryland Department of Transportation and the Alcohol and Drug Abuse Administration, the center is a regional resource center offering audiovisual listings, printed materials, instructional aids, program support and training services to students, the University community and the Eastern Shore of Maryland. All services are free and confidential.

The center is located in Holloway Hall Room 022 (downstairs from Student Health Services).

Guerrieri University Center

The Guerrieri University Center supports the mission of the University by helping create and sustain an ambience where all members of our community, and students in particular, are provided the opportunity, encouragement and support necessary to better realize their potential as individuals and scholars. The center provides myriad opportunities for students, as well as others, to realize the many dimensions of the University mission statement, including clarity of expression, cultural diversity, responsible citizenship, social interaction and community service.

Guerrieri University Center facilities include lounges, quick service restaurant, meeting rooms, games room, service desk, the Student Affairs Office, Career Services and Student Counseling Services, Multiethnic Student Services, an art gallery, student radio station WSUR and offices of student organizations. An automated teller machine (ATM) is conveniently located just outside the north entrance.

Information Technology

The Department of Information Technology is located on the first and second floors of Fulton Hall. Information Technology is responsible for the administrative computer system, the campus network, and the residence hall network (ResNet). The administrative computer system is a Compaq/Digital Equipment Corporation VAX running the SCT/IA suite of products. Academic computing is supported by a Novell 4.11/5.x network operating system. The Novell campus network system provides GroupWise e-mail and Netscape Internet access across the campus, as well as access in the computing laboratories to many classroom/instructional software packages. Seven general purpose PC and MAC computer labs are located in the following buildings: Fulton Hall, Devilbiss Hall, Guerrieri Center and the Power Professional Building. These labs provide a setting for instruction as well as open use to faculty and students. In addition, Information Technology provides Internet access to students housed in residence halls who own computers that are equipped with network interface cards, and to students in Dogwood Village via modem.

International Student Services

This office was created to address the needs of an expanding population of international students on

campus. Services are coordinated by the Admissions Office and the international student advisor.

The Admissions Office completes the process of evaluation of international student credentials, academic placement in the University and formal admission to SSU.

The international student advisor is the United States Immigration and Naturalization Services' (INS)-designated school official to provide assistance in completing the various documents required to gain and maintain official approved status with the INS. She assists international students with cultural adjustment as well as personal and academic concerns through individual counseling and/or referral. Orientation to campus and the greater Salisbury area, health and insurance information, academic and personal counseling, as well as providing cultural programs to integrate international and American students, are all a part of introducing international students to their new way of life.

Additionally, there are two International Houses which serve as residences for 11 undergraduate students. Both are adjacent to the campus and are under the auspices of the Housing and Residence Life Office. The International House, located on College Avenue, is a home to the International Group, a social organization which supports students and helps them adjust to American culture. The same house provides a focal point for interests represented by international and native students, faculty and administrators. It is a location for many educational programs and social activities.

Multiethnic Student Services

The primary function of the Office of Multiethnic Student Services is to assist SSU's multiethnic student population with environmental adjustment tasks. Specifically, this is accomplished by maintaining open lines of communication with faculty and staff, and systematically assessing the needs and campus experiences of the student population.

Services and programs provided reflect Salisbury State University's ethnic students' interests and concerns, and serve to enhance the intellectual and multicultural experiences of all students.

Activities sponsored represent a part of an institutional commitment to create and foster an environment that values diversity while encouraging an appreciation and respect for differences.

Resource Library

The African-American Resource Room is a repository of books, videos and magazines specifically oriented to the African-American experience. Faculty and students use it as a ready resource for research and information. Materials can be checked out by calling the Office of Multiethnic Student Services.

On-Campus Student Employment

Salisbury State University employs over 900 undergraduate and graduate students every year. Employment opportunities are offered to full-time students primarily to help defray University expenses. In addition, students enhance their academic pursuits by learning skills, responsibilities, habits, attitudes and processes associated with employment. The student work force is a viable addition to the University staff, enabling the institution to function efficiently on a daily basis.

Students selected for employment contract to work a maximum of 20 hours per week on campus. They

are trained in their respective departments of employ and are evaluated at the end of their contract period by their supervisors.

The Work Experience Office also provides information regarding off-campus employment to students who are registered with the program. Area employers are aware of the wealth of services available to them via student employees and maintain regular contact with the Work Experience Office.

Post Office

The campus post office, located on the ground floor of the Commons, offers full postal service from 8 a.m.-5 p.m. Monday-Friday. Students pick up the combinations for their boxes at the window by presenting their campus identification cards.

Public Relations/Publications

Professional writers, editors, graphic designers, and media and public relations experts are available to assist students with publicity of significant achievements and community-oriented activities. Free media services include press releases, public service announcements, calendar listings, contacts, etc. For a small fee, design services are available for the production of brochures, newsletters, posters, programs, etc. Students can print from disk or hard copy on the office's color copier (price varies with job complexity). Both PC and Macintosh are supported. It is University policy that all contact with off-campus media, printers and public relations professionals come through PR/Publications, located on the first floor of Holloway Hall.

University Police

The Office of University Police, located in the University Police Building, can be contacted 24 hours a day. Campus Police services include investigation of crimes and incidents on campus, response to emergencies, vehicle registration and parking enforcement, lost and found, and physical security of buildings.

This office annually publishes a Procedures, Policies and Services brochure, including campus crime statistics. Copies and crime prevention materials are available upon request.

Student Activities and Organizations

Participation in co-curricular activities is a vital part of students' education and college experiences. The Office of Student Activities and Organizations, located on the first floor of the Guerrieri University Center, is committed to assisting SSU students and organizations in assessing, planning, developing, promoting and evaluating meaningful environments conducive to personal, cultural, social, recreational and organizational growth. The office is a constant support network for students interested in the over 90 student organizations at SSU, and assists students in forming new organizations.

SSU's diverse organizations range from departmental clubs, such as the Education and History clubs, to student publications like *The Flyer* newspaper, *Evergreen* yearbook and *Scarab* literary magazine. There are also sports and special interest clubs, religious organizations and active student radio and television stations. Students have their own governing body in the Student Government Association and many different types of professional entertainment are provided by the

Student Organization for Activity Planning (SOAP). The growing Greek system gives students the opportunity to consider membership in one of four national fraternities or four national sororities.

The Office of Student Activities and Organizations additionally provides a leadership institute through the "Leadership Spa & Fun Times Resort," maintains databases on organization officers and advisors, publishes handbooks on policies and procedures and on the student organizations, and produces the annual student leader recognition "Celebration of University Leadership" awards show.

Student Affairs

The Office of Student Affairs provides a variety of programs and services which complement the academic mission of the University and create opportunities for personal growth. Student services include Counseling, Career Services, Student Health Services, Public Safety, the Eastern Shore Regional Safe Communities Center, Guerrieri University Center, Housing and Residence Life, Student Activities and Organizations, Campus Recreation and Athletics, Multiethnic Student Services, and New Student Orientation.

Student Counseling Services

Student Counseling Services provides undergraduate students with programs to promote personal growth and academic success. Individual counseling is available to students who are coping with stress, academic challenges, relationship issues or most other types of personal problems. When appropriate, students may be referred to other SSU departments or community agencies.

In addition to providing individual counseling, SCS counselors also offer programs and workshops regarding issues of personal development and academic success. Typical workshops cover such topics as stress management and relaxation techniques, study skills, communication skills, time management, relationship issues, body image and smoking cessation.

To supplement its individual counseling and outreach services, Student Counseling Services offers a collection of audio and videotape resources on stress management, shyness, time management and study skills.

Student Counseling Services is located in the Guerrieri University Center Room 263. Appointments with counselors may be made in person or by telephone. All SCS counselors are certified. All counseling is confidential and free of charge to University students.

Student Health Services

Recognizing that good health is essential to effective learning, the University maintains a health service available to all full-time students (and part-time students who have paid a per semester fee). Student Health Services, located in the south end of Holloway Hall across from the library, provides confidential treatment of illness and injuries through a well-equipped facility and certified, experienced professional staff, including three registered nurses and three nurse practitioners with certification in university student health. Physician services are provided daily by Emergency Service Associates, a group of eight emergency room physicians, all board certified. Other services are available five minutes from campus at Peninsula Regional

Medical Center which includes a modern 400-bed facility and an emergency room open 24 hours a day, seven days a week.

If a student contracts a contagious disease or acute illness, the family is notified and required to arrange for the student's care until recovery.

Prior to treatment in Student Health Services, each student is required to complete a health history form. An up-to-date immunization record is required of all students regardless of age. Failure to provide this information may result in the student being unable to register for classes.

The University assumes no financial responsibility for student care other than that provided by Student Health Services. Students are urged to carry their own accident and health insurance since the University is not legally responsible for accidental injuries and resulting medical expenses. Students are encouraged to continue with their parents' coverage or to seek advice from an independent broker.

In addition to clinical services, a wide range of co-curricular health promotion and educational programs are provided in a variety of campus settings.

Hours are posted each semester at Student Health Services.

Veteran Affairs

The Veterans Affairs Office aids veterans, eligible dependents and survivors of veterans, and active duty military personnel in obtaining benefits and services for which they may be qualified through the Montgomery G.I. Bill, Serviceman's Opportunity College and other U.S. government programs geared toward veterans and current military personnel. Veterans Affairs personnel can assist with the application and certification processes for relevant counseling, financial assistance, vocational rehabilitation and work-study programs, and with the awarding of experiential credit. The Veterans Affairs Office is located within the Registrar's Office.

Policies and Procedures

Sexual Harassment Policy

Commensurate with its mission as an academic institution of high quality, Salisbury State University encourages an atmosphere of physical, psychological and social well-being which offers all members of the University community an environment that provides opportunity to work, learn and develop with the human dignity that caring people bestow on one another. There

is no place in such an environment for intimidation or harassment of any kind; and more specifically, the University considers sexual harassment of both employees and students to be unacceptable behavior.

Salisbury State University has defined sexual harassment as unwelcome sexual attention, requests for sexual favors and other verbal or physical conduct of a nature which constitutes harassment in the following situations:

1. Submission to the conduct is either explicitly or implicitly a term or condition of an individual's employment or academic evaluation.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting that individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work/academic performance or creating an intimidating, hostile or offensive working and/or learning environment.

Vehicle Rules and Regulations

The University extends to students the privilege of driving and parking motor vehicles on the University campus. In return for this privilege, each student assumes the obligation of abiding by the rules and regulations of the University governing the use of motor vehicles on campus.

Each student who wishes to drive or park a motor vehicle on the campus must make application to do so and pay a \$20-40 per year parking fee at the time of academic registration. Application and payment must also be made at any time following registration when a motor vehicle is brought onto the campus. A driver's license and state automobile registration card are required to register a vehicle.

Specific traffic rules and regulations are distributed to all students upon registration of a vehicle. It is the student's responsibility to thoroughly read and understand these regulations and to abide by them. Violations of the regulations will result in a fine and/or revocation of driving and parking privileges and/or possible impoundment of the vehicle at the student's expense. The University assumes no responsibility for the car and/or protection of any student's vehicle or its contents.

Vehicle registration is held in the Office of University Police, located in the University Police Building, 410-543-6222, Monday-Friday, 8 a.m.-5 p.m. Special hours for evening students are held the first full week of school from 6-7:30 p.m., Monday-Thursday.

Graduate Study

Salisbury State University is approved for graduate instruction by the Middle States Association of Colleges and Schools and the Maryland Higher Education Commission. The University offers graduate programs leading to the Master of Business Administration, the Master of Education, the Master of Education with a major in public school administration, the Master of Arts in Teaching (in cooperation with the University of Maryland Eastern Shore), the Master of Arts in English, the Master of Arts in history, the Master of Science in nursing and the Master of Science in applied health physiology. Graduate study is also available for teachers seeking advanced certification in school administration, and for post-baccalaureate students seeking graduate credit in both academic and professional areas.

During the fall and spring semesters, most graduate students enroll for courses offered during the University's evening program. This program consists mainly of courses meeting once weekly throughout the semester in either late afternoon or evening sessions of approximately three hours each. A limited number of courses open both to graduate students and advanced undergraduates is available in the regular day-time program. In addition, graduate study is available during the University's summer session and winter term. Residence hall accommodations are available to graduate students only during the summer session and winter term.

Requirements for admission to graduate school include a completed Application for Graduate Study, the application fee and official transcripts from all undergraduate institutions attended. Additional requirements vary by specific program.

Graduate Studies Mission Statement

The faculty and administration of Salisbury State University accept the responsibility of enhancing graduate students' ability to obtain, understand and accurately assess information and ideas, to think reasonably and independently, and to speak and write intelligently and effectively.

Graduate education at Salisbury State University encourages students to expand knowledge and facility in their respective fields of study, and to embrace an ethos dedicated to the continued acquisition of knowledge and the pursuit of the intellectual ideal.

The graduate faculty of the University demonstrate the competence, experience, professional association, instructional mastery, scholarly productivity and service involvement essential to the development of high quality learning. They further recognize that cooperative research and professional enterprise are paramount to the enhancement of graduate-level erudition.

The faculty believe that the substance and method of instruction and research must foster in students a disposition for responsible conduct characterized by integrity, fairness, respect for others, dedication to the pursuit of truth and a willingness to re-examine one's own convictions. One of the University's primary objectives is to cultivate a desire for excellence, a reverence for high principles and the ability to participate in the public forum as informed, committed citizens.

The University prepares graduate students to work confidently and effectively in their chosen career and provides counsel, guidance and instruction appropriate to the requirements of graduate programs. Coherent thought, sound judgment and effective communication will be demonstrated by students in all areas of study.

Because students at every level of study have interests and needs beyond the scope of academic life, the faculty and administration provide and sponsor those services and extracurricular activities which are consistent with the goals and purposes of the institution in general and the graduate program in particular. Furthermore, the University is committed to the integration of graduate students into the social and cultural fabric of campus and community life.

Objectives

Graduate study at Salisbury State University provides baccalaureate degree holders with opportunities for professional advancement and personal enrichment. The graduate curriculum is designed to assist such students in attaining greater mastery of their fields of specialization, improving skills in pursuing independent study, and increasing professional knowledge and ability through the study of new findings in areas of special interest.

The University recognizes its obligation to baccalaureate degree holders residing on the Delmarva Peninsula and strives to offer constructive coursework at the graduate level designed to meet their specific needs throughout the year.

Admission to Graduate Study

Applications for graduate study are considered for individuals who have completed requirements for the baccalaureate degree at a regionally accredited institution of higher learning or at an institution accredited by the Maryland Higher Education Commission. Students enrolled in their last semester prior to graduation for undergraduate study will be reviewed for admission provided their most current transcripts are available. Admission to graduate study will be granted contingent upon the completion of the undergraduate degree prior to entering graduate study at Salisbury.

Students seeking admission to graduate study may obtain application materials from the Admissions Office. A completed application will consist of the Application for Admission to Graduate Study, application fee and official transcripts from the baccalaureate granting institution and all institutions attended for graduate study.

Applicants must request that the registrar of their undergraduate institution forward an official copy of their undergraduate transcripts showing completion of all baccalaureate requirements, and must also request that the registrars of all previously attended graduate institutions forward official copies of graduate transcripts directly to the Admissions Office. Applications are reviewed upon receipt of all required materials and applicants are formally notified of their admission status.

Admission to graduate study does not constitute admission to a specific master's degree program. Students admitted for graduate study who have not been admitted to a specific master's degree program are considered non-degree students. Applicants seeking admission to a specific master's degree program must also complete requirements specific to that program. Upon admission to a master's degree program, applicants are considered degree-seeking students. Admission to the University is granted without regard to race, color, sex, religion or national origin.

Admission to a Master's Degree Program

Students whose application forms indicate an intent to pursue graduate study leading to a master's degree must meet the requirements for admission to the selected degree program. Students seeking information about a master's degree program should consult the "Graduate Degree Programs" section of this catalogue or address inquiries to the appropriate program director. The respective program directors will formally notify qualified students of their admission to the degree programs and then select and assign faculty advisors to assist in formulating appropriate plans of study.

Non-Degree Students And Non-Degree Credits

Students admitted to the University for graduate study who have not been admitted to a specific master's degree program are considered non-degree students. Those students may enroll in graduate courses with the approval of the appropriate program director.

Once accepted for graduate study, graduate non-degree (GND) students may continue to enroll for graduate credit as long as all other academic regulations are satisfied. However, a maximum of nine semester hours of credit earned at Salisbury State University prior to formal admission to a master's degree program may be applied toward requirements for the degree.

Continuous Enrollment

Students admitted to graduate study must maintain continuous enrollment by completing at least one course every calendar year. Students who do not complete at least one course each calendar year are automatically withdrawn from graduate study and must apply for readmission.

Students who are automatically withdrawn from graduate study and must apply for readmission.

Readmission requires the resubmission of the Graduate Application Form, the application fee and official transcripts from all graduate schools attended since leaving the University. No other documents are required if readmission is sought within seven years of initial admission.

Admission of International Students

International students who demonstrate graduate ability and proficiency in the English language may be offered admission. International students should submit all required documents by May 1 for fall admission and September 1 for spring admission.

The University requires the following documents for graduate admission:

1. Application for Admission Graduate Study
2. University International Student Application Supplement
3. Official or certified true copies of all grade reports, diplomas and academic records (Documents should include a copy in the original language, along with an English translation.)
4. University Declaration of Finances form

Applicants whose native language is other than English must take the Test of English as a Foreign Language (TOEFL) and have official results sent to the Office of Admissions. A minimum score of 550 on the written exam or 213 on the computer exam is required. TOEFL information may be obtained by contacting: TOEFL, P.O. Box 6151, Princeton, NJ 08541-6151, USA, or on the Web at www.toefl.org.

All documents must be sent directly to the Admissions Office by the institution that provided each official document.

International graduate student applicants may be required to have their credentials reviewed by professional, external evaluators identified by Salisbury State University. If such external review is necessary, appropriate forms will be sent to applicants early in the admission process. International students must be admitted to a degree program before the immigration document (I-20) will be provided.

Registrar's Office

The Registrar's Office, located on the first floor of Holloway Hall, is responsible for the registration of all courses and the maintenance of student records. This office publishes the *Registration Bulletin* each semester, containing class and final examination schedules.

Registration

To receive academic credit for coursework, students must be officially registered. Students must register during the periods indicated in the academic calendar. Late registrants are required to pay a late fee. The University reserves the right to discontinue any course or course section for which there is insufficient enrollment. Students should refer to the *Registration Bulletin* for details regarding registration procedures and course offerings.

Graduate Credit During Senior Year

Salisbury State University undergraduates within six semester hours of completing requirements for the baccalaureate degree, who have a cumulative GPA of at least 2.75 (3.0 in business), may register for up to six hours of graduate credit to be taken concurrently with the remaining courses in the baccalaureate program, providing they have submitted the application and application fee for admission to graduate study and have the approval of the appropriate program director or department chair. Graduate coursework taken under this arrangement cannot be applied to the undergraduate degree program and will be billed at the graduate credit rate in addition to the undergraduate costs.

Transfer Credit

On the recommendation of the faculty advisor and with the approval of the master's degree program director, a student may transfer up to nine semester hours (six in the Master of Arts in Teaching) of graduate credit from other regionally accredited institutions, providing these credits are directly related to the student's program of study, approved by the student's program director, found acceptable for graduate degree credit by the offering institution, and confirmed by an official transcript showing graduate credit earned with a minimum grade of B.

Current students planning to earn graduate credit at another institutions for possible transfer toward master's degree requirements at Salisbury State University must first complete a Permission to Study at Another Institution Form and receive authorization from both the program director and registrar's representative. Students should provide a copy of the course title and description, course syllabus, and the number of semester hours of instruction, so that a decision can be made in advance regarding the acceptability of the course for transfer. In each case, the student should make certain that the course is deemed graduate level by the offering institution. No credit will be awarded for any course completed without prior approval.

Coursework earned through correspondence is not eligible for transfer. Transfer credit completed more than seven years prior to the date of graduation will not be counted toward a graduate degree (see "Time Limitation"). Transfer credit that has been applied to one graduate degree may not be applied to a second graduate degree.

The cumulative grade point average of each student will be calculated *only* on coursework completed at Salisbury State University.

Inter-Institutional Registration

Credit earned through Inter-Institutional Registration with other University System of Maryland institutions will be accepted as credit earned at Salisbury State University. Coursework and grades earned will be applied toward graduation requirements at Salisbury State University, and will be counted in the SSU grade point average.

Graduate students who wish to participate in the Inter-Institutional Registration Program may register at

SSU using the University System of Maryland Application for Inter-Institutional Enrollment form available at the Registrar's Office. The policies and procedures for this program are also available at the Registrar's Office.

Faculty Advisory System

Upon admission to a master's degree program, students are assigned appropriate faculty advisors who help them develop a valid plan of study and, once they have met program requirements for their master's degree, recommend them for graduation to the appropriate program director.

Students are ultimately responsible for formulating plans of study which satisfy University and master's program requirements, while meeting personal and professional goals. To develop and schedule such plans of study effectively, students should meet with their faculty advisors upon admission to the degree program, periodically throughout the program and at the start of the semester prior to the awarding of the degree. Where students and faculty advisors agree on deviations from the prescribed programs of study, such changes must be approved in writing by the advisor and program director.

Catalogue Selection

Students admitted to master's degree programs are generally allowed to satisfy graduation requirements as stated in any single *Graduate Catalogue* of the University that satisfies all of the following conditions:

1. The catalogue selected is in effect for the semester of the student's formal admission to a master's degree program, or any subsequent catalogue in force while enrollment within the program is maintained, provided it does not predate the student's year of graduation by more than seven years.
2. The catalogue selected meets all requirements imposed by external agencies.
3. The catalogue does not require the University to retain and/or provide discontinued policies, curricula, special facilities or resources unnecessary for the completion of the existing academic program.

Time Limitation

All work toward the master's degree (including transfer credits and thesis, if applicable) must be completed within seven calendar years from the end of the academic term in which such work began. Transfer credit completed more than seven years prior to the date of graduation will not be counted toward a graduate degree.

Course grades remain in effect for seven years. After seven years, grades are recorded with the prefix "I" to indicate they are "Inactive" and are no longer applicable to the graduate program or calculated into students' grade point averages.

Course Load

The unit of credit is based on the semester system. The minimum course load for a graduate student attending full time is nine credit hours per semester

(six hours for a graduate assistant). Requests for course loads in excess of 12 hours per semester must be approved by the program director. Six hours is considered a full-time course load during summer sessions or winter term. Requests for course loads in excess of nine hours for summer sessions or six hours for winter term must be approved by the program director.

Class Attendance

Students are expected to attend all class meetings of courses for which they are registered, unless informed otherwise by the instructor concerned. Frequent unexcused absences, together with unsatisfactory work due to absence, may result in exclusion from the course.

Course Numbering System: Graduate Credit

Courses at the 500 and 600 levels offer graduate credit exclusively. Courses at the 400 level appearing in this catalogue may be taken for graduate or undergraduate credit. Graduate students enrolled in such courses are expected to do graduate-level work and to meet requirements more rigorous than those established for undergraduates. It is the responsibility of the individual instructor to define the precise quality and quantity of work expected from members of classes, both graduate and undergraduate.

Grading System

A four-point grading system is used to identify the quality of academic work. The grade of A carries 4.0 quality points per credit hour, B+ carries 3.5 points, B carries 3.0 points, C+ carries 2.5 points, C carries 2.0 points, D carries 1.0 points and F carries no points. A cumulative grade point average of 3.0 on all work taken in pursuit of degree requirements is required for graduation.

Students are allowed to have no more than six credits below a grade of B in their program. Excluding courses which may be repeated for additional credit, only one course may be repeated within a student's degree program, and that course may be repeated only once.

Grades will indicate academic achievement as follows:

Grade	Quality Pts.	Evaluation
A	4.0	Excellent
B+	3.5	Very Good
B	3.0	Good
C+	2.5	Below Standard
C	2.0	Unsatisfactory
D	1.0	Poor; no credit toward degree allowed
F	0.0	Failure
AU	0.0	Audit; approved attendance without credit
I	0.0	Incomplete
IP	0.0	In Progress; used for grading on-going projects and independent studies; will be converted to letter grade upon completion

Grade	Quality Pts.	Evaluation
NR	0.0	Grade not reported by instructor
W	0.0	Withdrawal
WP/WF	0.0	Withdrawal Passing/Withdrawal Failing
R	0.0	Repeated Grade; preceding a grade denotes that the course has been repeated
I	0.0	Inactive Grade; "I" preceding a grade denotes that the grade is not calculated in the GPA and cannot be applied to the graduate program

The solitary symbol "I" denotes non-completion of course material for reasons beyond the student's control and is assigned only if the course deficiencies result from unavoidable circumstances. This symbol generally becomes a grade of F if the work is not made up prior to midsemester of the next full semester for which the student is enrolled, or at the end of one calendar year, whichever is earlier.

The symbol "W" denotes that the student officially withdrew from a course or from the University during the schedule adjustment period of the term or semester for which the course was registered. (For specific dates, students should refer to the University's "Academic Calendar.") For students who withdraw from the University after these deadlines, the symbols "WP" or "WF" are assigned to denote the students' achievement status at the time of withdrawal. However, for students who withdraw from only a part of their course load after these deadlines but who remain registered for at least some part of their original course load, a grade of F will be recorded for each course dropped.

Auditing Courses

Full tuition and fees must be paid for audited courses. Audited courses may not be counted as part of the students' load, and may not be applied toward the completion of any program requirement or toward the master's degree. Changes in registration, to or from audit, are permitted only during the drop/add period. Students auditing courses are expected to attend classes or laboratories in accordance with the established class attendance policy. Students who do not attend class will receive a grade of "W."

Repeating Enrollment

Students may not receive credit more than once for courses which cover the same content. Therefore, while students may repeat courses to improve their grades, students can earn only one grade per course. When a student repeats a course to earn a new grade, the last grade received for the course (whether that grade is higher or lower than the original grade) is used to compute the student's cumulative grade point average.

In some instances students may repeat special topics courses offered under like course codes if allowed by the department.

Academic Standards

To remain in good academic standing, graduate students must maintain a cumulative grade point average of at least 3.0 for all graduate courses. Students whose cumulative average falls below 3.0 will be placed on probation. Dismissal from graduate study and a master's degree program is automatic if the grade point average is not restored to 3.0 by the completion of the next nine hours of credit immediately following the semester in which the student drops below 3.0. Students in graduate degree programs will be informed of probationary status or dismissal by the school dean or program director. Non-degree students will be informed of probationary status or dismissal by the provost.

In exceptional circumstances, a student dismissed for academic deficiency may be considered for readmission to that degree program or to another master's degree program. *In no case will such readmission for graduate study be granted prior to one calendar year following the term of dismissal.* Such a student must submit the appropriate application form to the Admissions Office at least 90 days prior to the term for which admission is desired. In each case, *the application must be accompanied by a letter showing reasons for lack of previous academic success and indicating reasons why acceptable academic performance might be expected in the future.* Decisions on such applications will be made by the program director for the degree program to which admission is requested.

Appeal Process

Students may appeal decisions made under the academic policies and regulations set forth in this catalogue. Prior to initiating the appeal process, students should confer with their faculty advisor. The appeal process is initiated upon the written request of the student. A program-related appeal is heard first by the program director. A classroom-related appeal is heard by the instructor. The appeal process proceeds from department chair to school dean to the provost, then finally to the president.

Academic Dishonesty

The University expects all students to conduct themselves in accordance with the highest standards of personal integrity and academic honesty.

It is each faculty member's responsibility to maintain the standards of academic honesty in all matters related to the faculty member's coursework. The term "academic dishonesty" means a deliberate and deceptive misrepresentation of one's own work. Misrepresentations include but are not limited to the following:

1. Plagiarism: presenting as one's own work, whether literally or in paraphrase, the work of another.
2. Cheating on exams, tests and quizzes: the wrongful giving or accepting of unauthorized exam material and the use of illegitimate sources of information.
3. Illicit collaboration with other individuals in the completion of course assignments.

4. Use of fraudulent methods in laboratory, studio, field work or computer work.
5. Other willful and deliberate acts generally recognized as being dishonorable and dishonest.

Procedure for Handling Cases of Alleged Academic Dishonesty

STEP 1: Faculty Action

Individual faculty members deal directly with any cases of academic dishonesty which arise in the faculty member's coursework. If a faculty member suspects a student of academic dishonesty, the faculty member first advises the student of the accusation before imposing a penalty, allowing the student an opportunity to question the accusation. The faculty member may then impose an appropriate written sanction, reflecting the seriousness of the act and ranging from an informal warning to, but not greater than, the issuance of a grade of F for the course and/or removal from the course. If the faculty member issues a grade of F for the course, notification of the action must be sent to the University judicial officer. If the faculty member feels the case warrants punishment beyond the issuance of an F grade for the course and/or removal from the course, the faculty member may appeal to the University judicial officer (described in Step 3 below), provided that the faculty member requests such appeal within five calendar days of the faculty member's meeting with the student.

STEP 2: Student Action

A student who is accused of academic dishonesty by a faculty member may either accept the penalty imposed by the faculty member or request a conference with the University judicial officer in the Office of the Vice President of Student Affairs. The request for a conference shall be made within five calendar days of the student's receipt of the written sanction referred to in Step 1 above.

STEP 3: Conference with the Judicial Officer

If, in the judgment of the faculty member, the alleged act of academic dishonesty warrants extreme sanctions, the faculty member may request that the matter be brought before the University judicial officer for consideration and recommendation for disposition, as provided for in Step 1 above. Similarly, if the student wishes to appeal the decision of the faculty member (as outlined in Step 2 above), the student may request a conference with the University judicial officer for consideration and recommendation for disposition.

In the event that either the faculty member or the student desires a conference concerning the matter, the University judicial officer shall meet with the parties concerning the matter, give consideration to differing views and make recommendations for disposition.

STEP 4: Formal Hearing, University Judicial Board

After conferring with the University judicial officer, the faculty member or the student may appeal to the University Judicial Board within five calendar days of such conference. The University Judicial Board shall convene to consider the appeal and render a decision.

Financial Assistance

A limited amount of financial aid in the form of graduate assistantships from the University and scholarships from the Maryland State Scholarship Administration (Maryland residents only) is available each year to selected graduate students. The William D. Ford Direct Loan Program is available to students whose classification is a graduate master's degree or graduate non-degree seeking student and enrolled in at least

six credit hours per semester. Graduate non-degree seeking students can only receive federal student aid for two semesters in this classification. Students applying for aid must complete the Free Application for Federal Student Aid (FAFSA) and indicate Salisbury State University (title IV code of 002091) to receive the results. Students may also apply online at www.fafsa.ed.gov. Information concerning such assistance may be obtained from the Financial Aid Office.

Return of Title IV Funds Worksheet

The federal government's policy states that if Title IV aid recipient withdraws from the institution during a period of enrollment in which the recipient began attendance, the institution must calculate the percentage and amount of Title IV assistance the student did not earn and return those funds to the Title IV programs. Once 60 percent of the enrollment period has elapsed, 100 percent of the aid is determined to be earned and no calculation is required.

Step I: Basic Information

Title IV Funds	Disbursed	Could Have Been Disbursed
Direct Unsubsidized Loan	_____	_____
Direct Subsidized Loan	_____	_____
Carl Perkins Loan	_____	_____
Direct PLUS Loan	_____	_____
Pell Grant	_____	_____
SEOG	_____	_____

A. Title IV aid disbursed (NOT aid that could have been disbursed) for the enrollment period. A. \$ _____

B. Total Title IV aid disbursed, or that could have been disbursed, for the enrollment period. B. \$ _____

C. Percentage of enrollment period completed.

Withdrawal date _____ Enrollment period start date _____ and end date _____

Calendar days completed in the enrollment period divided by the total calendar days in the enrollment period.

_____ = C. _____ %

D. Institutional charges for the enrollment period. D. \$ _____

E. Percentage of Title IV aid earned (equal to line C up to 60 percent, otherwise 100 percent) E. _____ %

F. Percentage of Title IV aid unearned (100 percent minus line E) F. _____ %

Step II: Amount of Title IV Aid Earned by Student

G. Percentage of Title IV aid earned (line E) multiplied by Title IV aid disbursed or that could have been disbursed for the enrollment period (line B)

_____ X _____ = G. \$ _____
(line E) (line B)

Step III: Amount of Title IV Aid Unearned by Student

H. The amount of Title IV aid unearned (line F) multiplied by Title IV aid disbursed or that could have been disbursed for the enrollment period (line B)

_____ X _____ = H. \$ _____
(line F) (line B)

Step IV: Total Title IV Aid to be Disbursed

I. If the amount of Title IV aid earned (line G) is greater than the amount of Title IV aid disbursed for the enrollment period (line A), subtract the Title IV aid disbursed for the enrollment period (line A) from the amount of Title IV aid earned (line G). This is the amount of disbursement due.

_____ - _____ = I. \$ _____
(line G) (line A)

Step V: Amount of Unearned Title IV Aid to be Returned

J. If the amount of Title IV aid earned (line G) is less than the amount of Title IV aid disbursed for the enrollment period (line A), subtract the amount of Title IV aid earned (line G) from Title IV aid disbursed for the enrollment period (line A). This is the amount of Title IV aid that must be returned.

$$\frac{\text{_____}}{\text{(line A)}} - \frac{\text{_____}}{\text{(line G)}} = \text{J. \$ } \underline{\hspace{2cm}}$$

Step VI: Amount of Unearned Title IV Aid Due from Salisbury State University

K. Institutional charges for the enrollment period (line D) are multiplied by the percentage of Title IV aid unearned (line F).

$$\frac{\text{_____}}{\text{(line D)}} \times \frac{\text{_____}}{\text{(line F)}} = \text{K. \$ } \underline{\hspace{2cm}}$$

L. Compare the amount of Title IV aid unearned (line H) to line K and enter the lesser amount. L. \$ _____

Step VII: Funds to be Returned by Salisbury State University

The Salisbury State University must return the unearned aid for which we are responsible (line L) by repaying funds to the following sources, in the following order, up to the total received from each source until the amount in line L is reached.

	Amount for Student to Return	Amount Remaining for the Program
Direct Unsubsidized Loan	_____	_____
Direct Subsidized Loan	_____	_____
Carl Perkins Loan	_____	_____
Direct PLUS Loan	_____	_____
Pell Grant	_____	_____
SEOG	_____	_____

Step VIII: Amount of Unearned Title IV Aid Due from the Student

M. The amount of Title IV aid unearned to be returned (line J) minus the amount of Title IV aid due from the school (line L).

$$\frac{\text{_____}}{\text{(line J)}} - \frac{\text{_____}}{\text{(line L)}} = \text{M. \$ } \underline{\hspace{2cm}}$$

Step XIX: Funds to be Returned by the Student

The student (or parent for a PLUS Loan) must return unearned aid for which the student (or parent) is responsible (line M) in the following order:

	Initial Amount To Return	Amount for Student To Return	Amount Remaining For the Program
*Direct Unsubsidized Loan	_____	_____	_____
*Direct Subsidized Loan	_____	_____	_____
*Carl Perkins Loan	_____	_____	_____
*Direct PLUS Loan	_____	_____	_____
Pell Grant	_____ X 50% = _____	_____	_____
SEOG	_____ X 50% = _____	_____	_____

*Loan amounts are returned/repaid according to the terms of the loan.

NOTE: Maryland State Scholarship(s) will be adjusted according to the Maryland State Scholarship Administration's regulations. Call 1-800-974-1024 for further guidance. Exception: Maryland part-time grant may be cancelled entirely when a withdraw occurs.

Salisbury State University's academic scholarships will be adjusted according to refund policy found in the University expenses section of the catalogue.

Graduate Assistantships

Each year Salisbury State offers a number of graduate assistantships on a competitive basis. Information and application forms may be obtained from the Admissions Office, Registrar's Office, school deans or graduate program directors. Completed forms, including required supporting documents, should be returned to the appropriate dean(s) or graduate program director(s) as early as possible preceding the academic year or semester for which the appointment is sought.

All graduate assistants will be eligible to receive a salary and tuition waiver. Graduate assistants must enroll for a minimum of six credits, but no more than nine per semester will be covered by the tuition waiver. Tuition will be waived only for courses applicable toward master's degree requirements. The waiver of tuition does not include waiver of fees.

Assistantships are generally awarded for one semester, beginning in the fall, and may be continued in the spring semester, based on the recommendation of the dean, department chair or graduate program director.

Tuition and Fees

Tuition for the 2000-01 school year, for graduate students classified as Maryland residents, is \$168 per credit hour. That for graduate students classified as out-of-state residents is \$336 per credit hour.

There is a facilities fee of \$4 per credit hour for all graduate students.

The following additional fees, usually non-recurring, are also applicable for most graduate students: admission to graduate study, \$30; on-campus parking fee (payable once annually between September 1 and August 31), \$20 to \$40. A penalty of \$25 is charged for late registration.

It should be noted that tuition and fees are subject to change without notice by action of the Board of Regents of the University System of Maryland.

Change of Address

Each student is required to submit a Change of Address form at the Registrar's Office for any change of current address.

Official Withdrawal and Refund Procedures

Students are urged to note this information with care. A graduate student who finds it necessary, after registration, to drop a part of his/her course load, or to withdraw from the University completely for that term, should in all cases complete the official drop or

withdrawal form and submit it to the Office of the Registrar. This assures the student that any refund due will be processed automatically, and that the change of registration will become a matter of record.

Students failing to comply with regulations governing official withdrawal and/or dropping of courses will receive a grade of F for courses from which they withdraw or drop unofficially, and will forfeit all right to refunds which might otherwise be made.

Detailed procedures for official withdrawal from the University and official dropping of courses, including deadlines for submitting forms necessary for the disbursement of refunds, appear regularly in the *Registration Bulletin* published each term.

Application for Diploma

It is the responsibility of the individual graduate student to check with his/her faculty advisor to make sure that all degree requirements have been fulfilled and to make the necessary arrangements with the Office of the Registrar for graduation.

Each degree candidate must make application for his/her diploma. The Application for Diploma is available in the Office of the Registrar and must be completed and returned to the Registrar's Office **not later than the end of the drop/add period of the final semester before graduation**. If the student fails to file the Application for Diploma by this deadline, graduation may be delayed one semester. Any student who finds it necessary to postpone graduation must submit a new Application for Diploma to the Office of the Registrar.

Transcripts and Certification of Completion of Degree Requirements

Transcripts of graduate records and certification of the completion of degree requirements may be obtained by contacting the Registrar's Office. Certification of completion of degree requirements will be made only after all requirements are, in fact, completed and after the Application for Diploma is submitted. All financial obligations to the University must be met before a transcript is issued.

Professional Certification

Requirements for the various teaching and administrative state certificates change from time to time and are determined by agencies other than the University. Therefore, the University cannot guarantee that a particular graduate program will automatically fulfill requirements for any of the various certificates available. Students seeking such certification are advised to consult a certification specialist within their state department of education for information on the particular certification requirements they may wish to meet.

Graduate Degree Programs

Franklin P. Perdue School of Business

Dean: Richard F. Bebee, Ph.D.
Graduate Program Director: Janine Vienna
Phone: 410-548-3983

Graduate Faculty

Pamela L. Alreck, D.B.A.; *marketing, advertising, promotion*
Richard C. Cuba, D.B.A.; *management/organizational development, creativity/decision-making, group/team building, total quality management*
Wayne H. Decker, Ph.D.; *management, organizational behavior*
Jerome J. DeRidder, Ph.D.; *financial accounting*
Gerard R. DiBartolo, Ph.D.; *international/strategic marketing, marketing research*
Memo Diriker, D.B.A.; *marketing management and strategy, international marketing*
Robert Dombrowski, D.B.A.; *accounting, auditing*
Robert Michael Garner, Ph.D.; *advanced accounting, governmental accounting*
Benjamin B. Greene Jr., Ph.D.; *macroeconomics, economic development*
Richard C. Hoffman, Ph.D.; *international and strategic management*
Kashi Khazeh, Ph.D.; *international financial management, financial institutions and markets*
Jeffrey E. Kottemann, Ph.D.; *management information systems, performance impact assessment*
Choong C. Lee, Ph.D.; *management/performance measurement of information systems, telecommunications management*
Herman Manakyan, Ph.D.; *finance, investments*
P. Douglas Marshall, Ph.D.; *financial and managerial accounting*
H. Reed Muller, M.B.A.; *marketing management, sales management*
George C. Rubenson, Ph.D.; *human resources, management, strategic management*
Robert B. Settle, Ph.D.; *marketing research, consumer behavior*
Frank M. Shipper, Ph.D.; *strategic management, organizational behavior*
Kenneth J. Smith, D.B.A.; *accounting, managerial cost control*

Master of Business Administration

The Franklin P. Perdue School of Business was created with a multimillion dollar enhancement fund and has grown into the region's largest center for business education and development at the University level. It is the only business school in the region accredited by the AACSB-International Association of Management Education. The Perdue School has developed a highly effective business education system committed to an emphasis on the entrepreneurial spirit, integration of theoretical and applied study, and community-based experience.

The M.B.A. curriculum prepares aspiring and practicing managers with the skills to succeed as business executives and leaders in this new millennium. Courses are designed to encourage students to think clearly, show sound judgment, communicate orally and in writing, develop interpersonal skills and make rational decisions under conditions of uncertainty.

The M.B.A. curriculum is highly coordinated and exceptionally well balanced. It demands proficiency at the graduate level with the concepts and applications of accounting, economics, finance, management, marketing and information systems as well as the ability to apply these concepts in the solution of problems, specifically the definition and identification of viable alternatives and the selection of an appropriate solution.

Admission

Applicants are responsible for presenting the following information for consideration for admission:

- A. Admission to graduate studies:
 1. Formal application submitted to the Admissions Office with the appropriate application fees.
 2. An official copy of transcripts from all institutions attended, submitted to the Admissions Office.
- B. Admission to M.B.A. program:
 1. Two letters of recommendation from individuals qualified to judge the applicant's ability to do graduate work in business.
 2. Resume.
 3. Letter of Intent (statement of reason for pursuing a master's degree and how the student feels he/she will contribute to the graduate program).
 4. Graduate Management Admissions Test (GMAT) score.

The minimum standard for admission is the attainment of a total score of at least 950 points based on the following formula: $200 \times (\text{overall GPA [on a 4.0 scale]} + \text{GMAT score})$; or at least 1,000 points based on the following formula: $200 \times (\text{upper-division GPA} + \text{GMAT score})$. Applicants with a minimum 3.0 overall GPA or at least a 3.25 upper-division GPA may enroll prior to taking the GMAT, provided space is available. No student may register for a second term unless the GMAT score has been received by the Office of Admissions.

Provisional Admission

Provisional admission may be granted to applicants who have not yet completed the required core of undergraduate courses listed below or their equivalents but who meet one of the required totals shown in section B, number 4 above. Students in this category should apply for admission as soon as possible so that a specific, individualized plan for satisfying core requirements may be developed in consultation with the di-

rector of business graduate programs of the Franklin P. Perdue School of Business. Provisionally admitted students may, with the approval of the director, take a maximum of six semester hours of M.B.A. courses (600-level) and must maintain a cumulative grade point average of 3.0 in undergraduate M.B.A. core courses and 500-level courses (combined) with no grade less than C.

Basic Skills Expected of Incoming M.B.A. Students

In addition to meeting the standards for admission listed above, M.B.A. students should bring to their graduate business studies the following skills to ensure success in the program:

1. *Quantitative skills:* A knowledge of algebra and basic calculus.
2. *Verbal skills:* The ability to collect relevant information, organize thoughts and communicate them clearly.
3. *Computer skills:* Competence in word processing and spread sheets. These skills may be obtained or enhanced by study and preparation before admission, or early in the program of study by utilizing the many programs, courses and training sessions offered at the University.
4. *Information systems literacy:* A student should be able to describe information technologies and discuss information systems applications with their peers.

These skills will be evaluated and assessed by the M.B.A. program director and appropriate department chair. Recommendations for review courses will be made based on a review of undergraduate coursework, professional experience and the analytical writing assessment score from the GMAT exam.

Preparatory Core

In order to begin work on the master's degree requirements, the following preparatory core courses must be completed no later than the semester in which the first 600-level course is taken:

	Credits
ACCT 201 Principles of Accounting I	3
ECON 211 Microeconomics	3
or	
ECON 150 Principles of Economics	3
MATH 155 Modern Statistics with Computer Analysis	3
BUAD 281 Intermediate Business Statistics	3
or	
MATH 201 Calculus I	3
BUAD 311 Financial Management	3
BUAD 320 Management and Organizational Behavior	3
BUAD 326 Production and Operations Management	3
BUAD 330 Principles of Marketing Management	3

Any of the eight core courses can be waived if the student has completed an undergraduate or graduate survey course with similar coverage with a grade of C or better. A waiver exam may be taken to validate an undergraduate course that does not meet the grade requirement, or when the student has acquired the knowledge covered in a core course without having earned academic credit. Students may take a waiver exam with permission of the graduate program director.

Course Requirements

While matriculating, fully admitted students must maintain a cumulative GPA of at least 3.0 in 600-level

courses with no grade less than C. To be eligible to receive the M.B.A., the graduate student must complete either the general M.B.A. (30 hours) or the accounting track (33 hours) with a cumulative grade point average of at least 3.0 with no grade lower than C and with no more than six credit hours below B. All requirements for the M.B.A. must be completed within seven years of the end of the semester in which M.B.A. coursework began.

The Perdue School offers two M.B.A. degree options: the general M.B.A. and the M.B.A. with an accounting track.

General M.B.A.

The general M.B.A. requires the following:

1. Students must complete the following 27 credit hours:

	Credits
ACCT 640 Managerial Accounting	3
BUAD 620 Organizational Theory	3
or	
BUAD 625 Organizational Behavior Seminar	3
BUAD 635 External Environment of the Organization	3
BUAD 650 Corporate Financial Management	3
BUAD 660 Marketing Strategy	3
BUAD 670 Management Science Models	3
BUAD 680 Corporate Strategic Planning and Policy	3
BUAD 685 International Business Seminar	3
or	
BUAD 686 Global Business	3
ECON 630 Economic Environment of the Organization	3
or	
ECON 631 Managerial Economics	3

2. Plus three elective hours of 600-level M.B.A. courses.

M.B.A. - Accounting Track

The M.B.A. with an accounting track requires the following:

1. Students must complete the following 27 credit hours:

	Credits
ACCT 630 International Accounting	3
ACCT 650 Advanced Managerial Accounting	3
BUAD 620 Organizational Theory	3
or	
BUAD 625 Organizational Behavior Seminar	3
BUAD 635 External Environment of the Organization	3
BUAD 650 Corporate Financial Management	3
BUAD 660 Marketing Strategy	3
BUAD 670 Management Science Models	3
BUAD 680 Corporate Strategic Planning and Policy	3
ECON 630 Economic Environment of the Organization	3
or	
ECON 631 Managerial Economics	3

2. Plus six elective hours of 600-level accounting courses.

Financial Assistance

Awarded on the basis of academic achievement, a limited number of graduate assistantships are available for M.B.A. students. Generally, these are awarded only to students fully admitted into the program (i.e., not provisionally admitted). Applications are available from the director of business graduate programs in the Franklin P. Perdue School of Business.

Samuel W. and Marilyn C. Seidel School of Education and Professional Studies

Dean: Beth E. Barnett, Ph.D.
M.Ed. Program Director: Nancy L. Michelson, Ph.D.

M.A.T. Program Director: Patricia O. Richards, Ed.D.
Phone: 410-543-6281

Graduate Faculty

Eva K. Anderson, Ph.D.; *special education, education psychology*
John R. Bing, Ph.D.; *educational psychology/research*
Carolyn M. Bowden, Ph.D.; *elementary/early childhood education*
Keith J. Connors, Ph.D.; *foundations, higher education*
Roland G. Frank, Ed.D.; *social science education*
Joel T. Jenne, Ph.D.; *social studies/curriculum*
Amy S. Meekins, Ed.D.; *curriculum instruction, elementary methods*
Nancy L. Michelson, Ph.D.; *reading, writing, English*
Patricia O. Richards, Ed.D.; *reading/language arts*
Geraldine N. Rossi, Ed.D.; *mathematics education*
Debra H. Thatcher, Ph.D.; *early childhood education/curriculum/instruction*
John T. Wolinski, Ph.D.; *reading/language arts*

Master of Arts in Teaching

The Master of Arts in Teaching (M.A.T.) is a professional degree program designed to prepare students for initial teacher certification. Candidates in this program must possess an earned baccalaureate degree and appropriate content coursework for certification in one of the following state-approved areas: agriculture, art, biology, business education, chemistry, English, French, history, mathematics, music (vocal and instrumental), physical education, social studies, Spanish or technology education. This NCATE and Maryland State Department of Education-approved program offers the professional education coursework to prepare specialists in the above areas for teaching at the secondary school level.

The M.A.T. is a collaborative degree program offered by Salisbury State University and the University of Maryland Eastern Shore. Candidates are admitted by a joint admissions process and take coursework on the campuses of both universities, taught by the faculties of both institutions.

Candidates apply for admission to either SSU or UMES, depending upon which university offers the appropriate Maryland State Department of Education-approved content area program for teacher certification. Salisbury State offers approved programs in the areas of biology, chemistry, English, French, history, mathematics, music (vocal and instrumental), physical education, social studies and Spanish. UMES offers approved programs in the areas of agriculture, art, biology, business education, chemistry, English, home economics, mathematics, music (vocal and instrumental), physical education and technology education.

The primary objectives for the M.A.T. program are as follows:

1. Allow candidates to build upon the content knowledge they have acquired in the baccalaureate degree, adding the professional knowledge necessary for a career in teaching.
2. Prepare teachers who are well-grounded in research, theory and practice related to effective classroom instruction and school improvement.
3. Enable teacher candidates to develop and demonstrate sensitivity and effective interpersonal skills in working with culturally diverse populations.

4. Nurture educators who are committed, continuous learners and contributors to the enhancement of the teaching profession.
5. Encourage candidates to seek employment as teachers in the schools of the Eastern Shore.

The M.A.T. combines the elements of pre-service teacher preparation and graduate-level scholarship and study. Research-based content, supervised clinical and supervised practicum experiences are present throughout the program. Thus, the focus is made richer by the application of research findings, expert opinions and best practices to instructional decision making. The program emphasizes reflective practice, continuous evaluation and instructional modification to assure that students will develop an extended repertoire of teaching strategies. "The Essential Elements of Teaching" identified by the Maryland State Department of Education form significant strands throughout the program.

The professional education sequences of the M.A.T. are a continuous part of the program and require visits to school-based settings or may take place in schools. Technological advances and their applications in the classroom are also included. All matriculants must demonstrate proficiency in using computers and in applying technology usage to instruction.

M.A.T. candidates are expected to complete the program as follows: beginning with a full summer program, students continue coursework during a full academic year (not including the winter session) and one additional summer session. Candidates whose study is interrupted will be allowed to continue with a later cohort on a space-available basis.

Candidates in the M.A.T. program complete a state-approved program of study including at least 36 semester hours of graduate credit with a cumulative average of B (3.0) or higher, with no more than six credit hours below a grade of B in their program. Students who complete the coursework required for the internship, pass the PRAXIS Series (Professional Assessments for Beginning Teachers) and pass the comprehensive examination are advanced to candidacy. Candidates must complete the degree within three calendar years of advancement to candidacy.

A maximum of six credits may be accepted for transfer into the program, provided those credits are directly related to the program and meet the University criteria for transfer of credit as specified in the "General Information" section of the *Graduate Catalogue*.

Admission

Admission to the M.A.T. program is a two-step process. In addition to meeting the general requirements for admission to Salisbury State University graduate study, candidates must apply for admission to the M.A.T. program. Acceptance to graduate study does not constitute acceptance to the M.A.T. program.

Candidates who indicate on their initial application that they wish to pursue the M.A.T. will be assigned an advisor in the Education Department and receive M.A.T. application materials. To be eligible for admission as a degree-seeking student to the M.A.T., prospective candidates must meet the following criteria:

1. Possess a baccalaureate degree in an appropriate content area, including adequate and current content area coursework in the intended certification area.

2. Meet all requirements for full admission to the graduate program.
3. Submit scores for the Core Battery of the PRAXIS Series, the Professional Assessments for Beginning Teachers. (NOTE: Students must meet Maryland state standards on the Core Battery of the PRAXIS before beginning their internship.)
4. Undergo a structured interview by the joint M.A.T. Admissions Committee.
5. Possess an undergraduate grade point average of at least 3.0 in the last half of the undergraduate program, or possess a prior graduate degree.
6. Submit an essay that is written on campus, in a supervised setting, focusing on some current educational issues as determined by the M.A.T. Admissions Committee.
7. Submit official transcripts from all institutions attended.
8. Submit three letters of recommendation from individuals who can speak to the following criteria:
 - a. ability to write at an appropriate skill level for graduate level work
 - b. a level of motivation appropriate to carry the candidate through a rigorous graduate program
9. Complete the joint M.A.T. Application Form.

The transcripts and academic credentials of all applicants are reviewed by the SSU/UMES joint M.A.T. Admissions Committee. Appropriate sub-committees determine whether students possess adequate and current content area coursework in the intended certification area. Those candidates who lack appropriate coursework are expected to take the identified courses prior to their enrollment in the internship.

Candidates in the M.A.T. must also obtain a passing grade on a joint comprehensive examination as a condition for enrollment in the internship and advancement to candidacy.

Program of Study

Candidates who complete the M.A.T. are expected to integrate theory and practice and demonstrate successful achievement in the following areas:

1. Application of research and inquiry for the improvement of classroom instruction.
2. Understanding of learner's physical, cognitive and emotional development and the implications for learning and instruction.
3. Knowledge of the social contexts in which education occurs.
4. Skills and knowledge necessary to teach learners with special needs and diverse cultural backgrounds.
5. Ability to organize and manage a classroom on the basis of research, best practice, expert opinion, personal attributes and student learning needs.
6. Development of skills in pedagogical analysis including the identification of problems confronting classroom teachers, formulation of solutions for resolution of problems, implementation of solutions, and examination of the effect of classroom interventions on student learning.
7. Development of an appropriate and usable repertoire of teaching strategies and techniques.
8. Appropriate use of a variety of approaches to assess instructional outcomes.
9. Use of technology including computers and media for classroom and professional needs.

10. Knowledge and skills necessary to incorporate reading, writing and thinking in content area instruction.
11. Skills and abilities essential to instructional leadership.

The M.A.T. program follows a sequence of courses which includes research, technology, foundations of education, methods and strategies of teaching, understanding and meeting the diverse needs of students, and field experiences.

The following courses are required for the M.A.T.:

	Credits
EMAT 500 Research and Technology I	3
EMAT 501 Development and Learning Applied to Teaching	3
EMAT 502 Social and Philosophical Foundations of Contemporary Education	3
EMAT 503 Principles of Curriculum and Instruction	3
EMAT 504 Teaching Reading in the Content Areas I	3
EMAT 505 Methods of Teaching and Assessment	3
EMAT 52X * Methods of Teaching	3
EMAT 506 Inclusive Teaching for Diverse Populations	3
EMAT 507 Internship I	3
EMAT 508 Teaching Reading in the Content Areas II	3
EMAT 509 Internship II	3
EMAT 511 Seminar	3
EMAT 510 Applied Research and Technology II	3

* which methods course is taken depends upon the specified content area: EMAT 521 (Teaching English in the Secondary School), 522 (Secondary School Science Methods), 523 (Secondary School Social Studies Methods), 524 (Secondary School Foreign Language Methods) or 525 (Secondary School Mathematics Methods)

Each candidate is expected to develop an approved plan of study for completion of necessary content area coursework as well as the M.A.T. program. Accordingly, it is essential that each student and advisor meet to clarify the specific requirements for individual candidates as well as the overall course of study.

Registration for Courses

Candidates in the M.A.T. program take courses on the campuses of both Salisbury State University and the University of Maryland Eastern Shore. The schedule of course offerings for the M.A.T. is listed in the registration bulletins of both universities. SSU students register for all courses through SSU's Office of the Registrar. When courses are offered at UMES, students register using the inter-institutional registration form.

Procedures and forms for using inter-institutional registration will be available from the Office of the Registrar.

Master of Education

The Master of Education (M.Ed.) is a professional degree designed for candidates seeking advanced preparation in the education professions. The curriculum includes fundamental, theoretical and practical experiences within specific areas of study. The M.Ed. program promotes continuing professional development and life-long learning for teachers and educational leaders. This is consistent with the recognition that capable and caring educators are necessary for students at all ages, ranging from the very young through adulthood. General objectives are as follows:

1. Provide candidates an opportunity for personal and professional growth through graduate study.
2. Provide classroom teachers and educational specialists an opportunity to develop and improve competencies in their specific disciplines.

3. Provide educators with an opportunity for additional preparation needed for professional development and career advancement.

Admission

Admission to the M.Ed. program is a two-step process. In addition to meeting the general requirements for admission to Salisbury State University graduate study, candidates must apply for admission to the M.Ed. program. Acceptance to graduate study does not constitute acceptance to the M.Ed. program.

Candidates who indicate on their initial application that they wish to pursue the M.Ed. are assigned an advisor in the Education Department and receive M.Ed. application materials. To be eligible for admission as a degree-seeking candidate to the M.Ed., prospective candidates must fulfill the following requirements:

1. Submit an application for admission including a written description of the reasons for pursuing graduate study in education and a statement of career goals within the discipline.
2. Obtain two recommendation forms supporting ability to succeed in graduate study.
3. Complete and submit a plan of study signed and approved by the advisor.
4. Possess either an undergraduate cumulative grade point average of 2.75 or a previously completed master's degree from a regionally accredited institution of higher learning.

Credentials for initial admission to graduate study should be sent to the Office of Admissions. Credentials for admission to the M.Ed. program should be sent to the Seidel School. Following the review of these materials, the program director formally notifies candidates of admission or denial to the program.

Although candidates may register for some courses after initial acceptance for graduate study, they are expected to complete the process for full admission into the M.Ed. program, including the development of a program of study, prior to the completion of the first nine credits in the program. A maximum of nine hours of credit earned at Salisbury State University prior to full admission to the M.Ed. program may be applicable toward requirements for the degree, provided such credits are appropriate for the degree program.

Questions regarding the applicability of courses taken as a non-degree graduate student will be resolved by the Department of Education graduate program director.

Provisional Admission

Candidates who have submitted all application materials but have not obtained a 2.75 cumulative grade point average upon completion of the baccalaureate degree may be admitted on a provisional basis. Provisionally admitted candidates must complete nine credit hours of graduate study at Salisbury State University with no grade below B.

Upon successful completion of nine credit hours, candidates may apply for full admission to the M.Ed. program. Following review of the application materials, the program director formally notifies candidates of admission or denial to the program.

Candidates who do not meet the provisional admission requirement of achieving nine credit hours with

grades of B or above are not eligible to apply for admission to the M.Ed. program.

To assist candidates who are provisionally admitted, an advisor will be assigned. Candidates are expected to meet with their advisor to clarify program requirements and to assure that courses for which they register will be appropriate for the degree program.

Program of Study

Prior to admission to the M.Ed. program and registration for courses, it is candidates' responsibility to become familiar with program requirements and to confer with assigned faculty advisors to develop programs of study. The program of study identifies core courses, courses in the specific tracks candidates will follow, recommended electives and the intended capstone experience. Advisors must approve candidates' programs of study. Program changes must also be approved by advisors.

Course Requirements

Candidates seeking the M.Ed. at Salisbury State University complete an approved program of study including at least 33 semester hours of graduate credit with a cumulative average of 3.0 or higher, with no grade lower than C, and no more than six credit hours of C or C+ in their program.

The M.Ed. program consists of nine hours of core courses, 12 hours of study in a specific track, six to nine hours of electives and three to six hours in a capstone experience.

Specific electives may be recommended for each track. Accordingly, candidates consult with their advisors to determine appropriate electives for their area of study. When appropriate to the area of study, electives may be chosen from education courses, special topics courses or from graduate courses offered in programs outside of education.

The M.Ed. program culminates with a capstone experience selected from advanced seminars, internships, thesis research or practicum courses. Each track allows choices for the capstone experience and advisors provide this information. Candidates plan an appropriate capstone experience in consultation with their advisor. Candidates who elect the thesis research option enroll in EDUC 530: Directed Research, and submit the completed project to the project director. Candidates must also satisfactorily complete an oral examination on the project to be scheduled through the faculty advisor after completion of the project.

Core Courses

The curriculum is planned to emphasize teaching and learning within a context of research, scholarship and practice. Core courses establish this foundation and help meet the following objectives:

1. Encourage a spirit of inquiry that will enable candidates to design and interpret research.
2. Assist candidates in developing a theoretical background to learning and instruction.
3. Provide candidates with the knowledge and skills necessary to assess, plan, develop, implement and evaluate curriculum.

Required core courses are as follows:

	Credits
EDUC 502 Introduction to Research	3

EDUC 545 Learning and Instruction	3
EDUC 514 Seminar in Curriculum	3

Students are required to complete EDUC 502: Introduction to Research within the first nine credit hours of study in the M.Ed. program.

Tracks

In addition to completing the core courses, M.Ed. students select areas of study from among the following: reading, early childhood education, elementary education, middle/secondary education (with an emphasis in English, mathematics, music, science or social science education) and post-secondary education. Available courses and additional information concerning each track follows:

Reading Track

1. Complete the following 12 credits:

	Credits
EDUC 572 Proceses and Acquisition of Reading	3
EDUC 520 Diagnosis of Reading Disabilities	3
EDUC 521 Remediation of Reading Disabilities	3
EDUC 532 Classroom Assessment	3

2. Choose three elective courses from the following:

	Credits
EDUC 508 Seminar: Research in Human Development	3
PSYC 407 Psychology of Personality	3
EDUC 577 Oral and Written Language	3
or	
EDUC 523 Advanced Seminar in Reading Education	3
or	
EDUC 576 Literature for Children and Adolescents	3

3. Fulfill the following capstone experience:

	Credits
EDUC 522 Clinical Practicum in Reading and Language Arts	3

Early Childhood Education Track

1. Complete the following 12 credits:

	Credits
EDUC 533 Foundations of Early Childhood Education	3
EDUC 534 Early Childhood Curriculum and Assessment	3
EDUC 538 Language Development in Early Childhood	3
EDUC 536 Creativity in Early Childhood Education	3

2. Choose two or three electives from the following:

	Credits
EDUC 503 Classroom Management	3
or	
EDUC 586 Conflict Resolution	3
or	
EDUC 587 Cooperative Learning	3
EDUC 504 Multicultural Education	3
EDUC 508 Seminar: Research in Human Development	3
EDUC 570 Seminar: Current Issues in Educational Technology	3
EDUC 588 Seminar: Educating Individuals with Disabilities	3
or	
PSYC 423 Psychology of the Exceptional Child	3

3. Choose one of the following capstone experience:

	Credits
EDUC 595 Research Seminar	3
or	
EDUC 530 Directed Research	3
or	
EDUC 537 Seminar: Early Childhood Education	3

Elementary Education Track

1. Complete the following course:

	Credits
EDUC 532 Classroom Assessment	3

2. Choose one of the following:

	Credits
EDUC 570 Current Issues in Educational Technology	3
EDUC 571 Telecommunications in Education	3

3. Choose two of the following:

	Credits
EDUC 579 Trends in Elementary Literacy Education	3
EDUC 580 Trends in Mathematics and Science Education in the Elementary School	3
EDUC 581 Trends in Social Studies Education in the Elementary School	3
EDUC 587 Cooperative Learning	3

4. Choose two or three elective courses from the following:

	Credits
EDUC 503 * Classroom Management	3
EDUC 504 * Multicultural Education	3
EDUC 500 Historical and Social Foundation of Education	3
EDUC 508 Seminar: Research in Human Development	3
EDUC 519 School Law and Public Education	3
EDUC 570 Current Issues in Educational Technology	3
EDUC 571 Telecommunications in Education	3
EDUC 572 Processes and Acquisition of Reading	3
EDUC 573 Assessment for Reading Instruction	3
EDUC 574 Materials for Teaching Reading	3
EDUC 575 Instruction of Reading	3
EDUC 576 Literature for Children and Adolescents	3
EDUC 577 Oral and Written Language	3
EDUC 584 Group Dynamics in a Classroom Setting	3
EDUC 586 Conflict Resolution	3
EDUC 588 Education Individuals with Disabilities	3
EDUC 590 Seminar in Education	3
EDUC 591 Independent Study	3

* recommended

5. Choose one or two of the following capstone experiences:

	Credits
EDUC 595 Research Seminar	3
EDUC 530 Directed Research (Thesis)	3

Middle/Secondary Education Track

1. Choose content area courses (maximum of 12 credits; no more than six at the 400 level) of content course offerings listed in the *Graduate Catalogue*.

2. Choose one of the following:

	Credits
EDUC 506 Seminar in Teaching of Mathematics	3
EDUC 512 Seminar in the Teaching of Social Studies	3
EDUC 513 Seminar in the Teaching of Science	3
EDUC 578 Seminar in Teaching Secondary English	3

3. Choose at least one of the following:

	Credits
EDUC 532 Classroom Assessment	3
EDUC 570 Current Issues in Educational Technology	3
EDUC 582 Teaching Reading in Content Areas: Part I	3

Post-Secondary Education Track

1. Complete one of the following courses:

	Credits
EDUC 472 Teaching Adults	3
EDUC 560 College Teaching	3

2. Complete the following courses:

	Credits
EDUC 5XX The Adult Learner	3
EDUC 561 Issues and Trends in Post-Secondary Education	3

3. Choose one of the following:

	Credits
EDUC 519 School Law and Public Education	3
EDUC 570 Current Issues in Educational Technology	3
EDUC 587 Cooperative Learning	3

EDUC 532	Classroom Assessment	3
XXXX XXX	Graduate Content Area Course	3

4. Complete two or three of the following approved electives:

		Credits
EDUC 500	Historical and Social Foundations	3
EDUC 504	Multicultural Education	3
EDUC 506	Seminar in Teaching of Mathematics	3
EDUC 508	Seminar: Research in Human Development	3
EDUC 512	Seminar in the Teaching of Social Studies	3
EDUC 513	Seminar in the Teaching of Science	3
EDUC 519	School Law and Public Education	3
EDUC 532	Classroom Assessment	3
EDUC 570	Current Issues in Educational Technology	3
EDUC 571	Telecommunications in Education	3
EDUC 586	Conflict Resolution and Peer Mediation	3
EDUC 587	Cooperative Learning	3
EDUC 578	Seminar in Teaching Secondary English	3
EDUC 588	Seminar: Educating the Individual With Disabilities	3
EDUC 590	Seminar in Education	3
EDUC 591	Independent Study	3
XXXX XXX	A graduate course in education or another discipline central to the program of study	3

5. Choose one of the following capstone experiences:

		Credits
EDUC 595	Research Seminar	3
EDUC 530	Directed Research (Thesis)	3
EDUC 565	Internship in Post-Secondary Education	3

Master of Education in School Administration

The Master of Education (M.Ed.) in public school administration is a professional degree program designed to prepare educational leaders. The curriculum emphasizes both theory and practice in the preparation of administrators and supervisors.

Salisbury State University's program is based upon a carefully planned knowledge base and a well-defined philosophy. Graduates of this program should possess the vision, knowledge and skills necessary to promote excellence and high achievement in the schools. Graduates should be informed practitioners, possessing a full understanding of the theories that guide practice in school administration. Most important, they should demonstrate competence and skill as they apply knowledge to practice in educational organizations. Our graduates should respect the individual worth of all persons and appreciate the role of education in society.

Candidates pursuing the M.Ed. in public school administration have the opportunity to read, study and discuss a wide range of theories and ideas related to school administration. They have many opportunities to explore ideas through research and study, as well as actual and simulated experiences in practicing the skills of school administration. They should be actively involved in acquiring an understanding of the theories and practice of educational administration through a variety of teaching and learning experiences.

The role of the University in preparing educational leaders extends beyond the boundaries of the campus. The University reaches out to the community to establish positive working relationships with other educational organizations. Cooperation between the University and the schools is essential as candidates are prepared as school administrators. Finally, an ongoing association between the University and its graduates is essential as we work to meet the present and future needs of education in our community.

Objectives of the program are as follows:

1. Provide educators opportunities for professional development and to extend their knowledge and skills into the realms of leadership in curriculum, instruction and decision-making as well as the management of resources.
2. Provide training for potential school administrators and supervisors that will emphasize the development of skillful professional performance.
3. Provide academic preparation for candidates who seek certification in school administration or supervision and/or career advancement.
4. Provide educational leaders with skills in the use of technology to make and implement informed decisions.
5. Provide an opportunity for candidates to learn within the environment of an educational cohort that will encourage collegiality and professional cooperation.

Admission

Candidates must first make application for admission to Salisbury State University graduate study. Following acceptance to graduate study, candidates must make application for admission to the M.Ed. in school administration program. To be eligible for admission as a degree-seeking candidate to the M.Ed. in school administration, the candidate must fulfill the following requirements:

1. Submit an application for admission, including two recommendations from qualified individuals who support the candidate's ability for graduate study in educational administration and supervision.
2. Provide evidence of at least two years (18 months) of satisfactory teaching performance.
3. Possess an undergraduate grade point average of 2.75.
4. Complete a writing sample at Salisbury State University in a setting supervised by a faculty member in the M.Ed. in school administration program. The writing sample will be scored holistically and candidates will be informed of their level of achievement. Details regarding the administration and scoring of the writing sample are available through the Education Department.

The final step of the admission process is an interview. Applicants must meet with a faculty member in the M.Ed. in school administration program to discuss professional goals and career objectives.

Provisional Admission

Selected candidates who do not meet the minimum requirements may be admitted on a provisional basis as space is available. They may register for a maximum of six credits per semester. During the first 12 credit hours, provisionally admitted candidates must achieve and maintain a grade point average of 3.0.

Candidates whose provisional status is linked to their achievement on the writing sample will be encouraged to seek help to improve their writing skills. A re-assessment of writing skills will be given at the end of the first 12 credit hours and a decision regarding the student's full admission will be made at that time.

Course of Study

Following admission to the M.Ed. in school administration program, and prior to registration for

classes, students are expected to become familiar with program requirements and to confer with the assigned faculty advisor to develop a plan of study. Because the program is designed to offer instruction to candidates who are members of a cohort, it is essential that this initial conference occur.

Candidates with non-degree-seeking graduate status will be considered for enrollment in cohort classes based upon availability of openings.

Course Requirements

Candidates seeking the M.Ed. in school administration complete an approved program of study including at least 33 semester hours of graduate credit with a cumulative average of 3.0 or higher, with no grade lower than C, and no more than six credit hours of C or C+ in the program.

The M.Ed. in school administration is a NCATE and Maryland State Department of Education-approved program leading to the Administrator I certificate. Candidates who complete the M.Ed. in school administration and who meet the requirement of 27 months of satisfactory teaching performance will be eligible for the Administrator I certificate. However, it is the responsibility of the candidate to understand and fulfill all state requirements and to make application to the state for certification. Candidates in states other than Maryland should consult with their state Department of Education to determine specific certification requirements.

Candidates in the M.Ed. in school administration cohort will take courses in the following sequence:

		Credits
EDAD 516	Public School Administration	3
EDUC 502	Introduction to Research	3
EDAD 550	Leadership and Change	3
EDUC 514	Curriculum Construction	3
EDAD 551	Evaluation Research Applications in School Administration	3
EDAD 517	Public School Supervision	3
EDAD 552	Group Dynamics in School Administration	3
EDUC 519	The Law and Public Education	3
EDAD 553	Financial Management in School Administration	3
EDAD 554	Personnel Administration in Education	3
EDAD 555	Internship in School Administration/Supervision	3

Master of Science in Applied Health Physiology

Program Director: Susan M. Muller
Phone: 410-548-5555

Graduate Faculty

Herbert G. Chew Jr., Ph.D.; Assistant Professor of Biological Sciences
Robert L. Joyner Jr., Ph.D., RRT; Assistant Professor Respiratory Therapy
Patricia Mann, Ph.D.; Associate Professor of Physical Education
Susan M. Muller, Ph.D.; Associate Professor of Physical Education
Jeanne Ruff, M.S.; Director, Cardiac / Pulmonary Rehabilitation; Peninsula Regional Medical Center
Sidney R. Schneider, Ph.D., RRT, RPFT; Associate Professor of Respiratory Therapy
Michael P. Vienna, Ph. D.; Assistant Professor of Physical Education
Kurt Wolfe Jr., Ph.D.; Associate Professor of Physical Education; Frostburg State University
Carol A. Wood, Ph.D.; Associate Professor of Physical Education

The Master of Science (M.S.) in applied health physiology is a professional degree program designed to prepare health care professionals. Graduates of this program should possess the vision, knowledge and skills necessary to promote health and wellness in a variety of clinical settings (e.g., cardiac/pulmonary rehabilitation, geriatric centers, youth centers, state and local health departments, and corporate wellness programs). The curriculum emphasizes both theory and practice in the preparation of administrators, technicians and supervisors. The program has been designed to include the knowledge, skills and opportunities for practice that are essential for the development of health care professionals.

Students in the program will have the opportunity to read, study and discuss a wide range of theories and ideas related to health and physiology. Students will have actual and simulated experiences in practicing the technical, administrative and supervisory skills of a health care provider.

Admission

Admission to the Applied Health Physiology (AHPH) Program is a two step process. Students must first apply for admission to Salisbury State University graduate study. On the initial application the applicant must indicate a desire to pursue the AHPH degree. Second, to be eligible for admission as a degree seeking student in AHPH, prospective students must meet the following criteria:

1. Possess a baccalaureate degree in an appropriate content area, including course work in human anatomy and physiology
2. Meet all requirements for full admission to the graduate program
3. Possess an undergraduate grade point average of 2.75, or possess a prior graduate degree
4. Submit two letters of recommendation from an academic source addressing ability to complete graduate level work

Registration for Courses

Students in the AHPH program register for all courses using the Salisbury State University schedule of course offerings. Courses delivered by faculty from Frostburg State University and Peninsula Regional Medical Center are delivered on the Salisbury State campus.

Course of Study

The following courses (36 hours) are required to complete the Applied Health Physiology Program:

		Credits
AHPH 502	Introduction to Research	3
AHPH 534	Human Psychophysiology	3
AHPH 535	Management of Sports / Fitness Programs	3
AHPH 537	Health Appraisal and Testing with Emergency Procedures	3
AHPH 542	Exercise Programming, Nutrition and Weight Management	3
AHPH 544	Pharmacological Aspects of Clinical Physiology	3
AHPH 545	Cardiopulmonary Aspects of Physiology	3
AHPH 546	Human Development and Aging in Populations with Chronic Disease	3
AHPH 553	Clinical Physiology	3
AHPH 562	Trends and Issues in Physiology	3
AHPH 690	Field Experience in Clinical Physiology	3
BIOL 552	Advanced Human Physiology	3

Charles R. and Martha N. Fulton School of Liberal Arts

Dean: Ronald Dotterer, Ph.D.
Phone: 410-543-6450

Master of Arts in English

Graduate Program Director: William C. Horne, Ph.D.
Phone: 410-543-6447

Graduate Faculty

Elizabeth H. Curtin, D.A.; *rhetoric, composition, Writing Across the Curriculum*
Thomas L. Erskine, Ph.D.; *Renaissance/commonwealth literature, Milton, film*
Wavie Gibson Jr., Ph.D.; *rhetoric, composition, African-American literature*
Darrell G. Hagar, Ph.D.; *British literature, satire*
Gary M. Harrington, Ph.D.; *drama, American literature*
William C. Horne, Ph.D.; *British/Restoration/18th century and wilderness literature, satire*
John D. Kalb, Ph.D.; *American/Ethnic-American literature*
Judith E. Pike, Ph.D.; *women's/world literature, feminist theory, contemporary critical theory*
Connie L. Richards, Ph.D.; *American/Native American/Western literature, literature by American women of color*
Polly Stewart, Ph.D.; *folklore, folkways, mythology, Chaucer*
Michael Waters, Ph.D.; *creative writing, American literature*
James M. Welsh, Ph.D.; *British literature, Shakespeare, drama, film studies*
John P. Wenke, Ph.D.; *19th century American literature, creative writing*
Raymond A. Whall Jr., Ph.D.; *Victorian literature, poetry, modern novel*
William F. Zak, Ph.D.; *romantic literature, poetry, Shakespeare, Greek drama*

Admission

In addition to meeting general requirements for admission to Salisbury State University graduate study, applicants for admission to the Master of Arts (M.A.) in English program must have the following:

1. The undergraduate English major, its equivalent (30 semester hours of English beyond freshman English) or a major in a related area, with a 3.0 GPA in those undergraduate courses. A student who fails to meet this requirement should consult the English Department's graduate director regarding removal of deficiencies.
2. A standardized entrance examination is required of all applicants: either the Graduate Record Examination General Test (GRE), the Miller Analogy Test (MAT), or first two parts of the core battery of the Professional Assessments for Beginning Teachers (Praxis). If a student has already received a graduate degree, entrance examination requirements may be waived. For the three options in the M.A. in English, examination requirements are as follows:

	Composition/ Literature Options	TESOL Option
Non-teaching assistant applicants:	GRE or MAT	GRE, MAT or Praxis
Teaching assistant applicants:	GRE	GRE

It is strongly recommended that students applying for the literature option also take the GRE subject

test in literature. For the TESOL option, before students enroll in SCED 447, they must have received passing scores in the first two parts of the core battery of the Praxis. Entrance examination scores are considered in relationship to other admissions criteria.

3. Two letters of recommendation from individuals qualified to judge the applicant's ability to do graduate work in English.
4. A written description of the applicant's reason for pursuing English graduate study and academic goals within the discipline.

All application materials should be submitted to the English Department's graduate program director 30 days prior to the beginning of the semester. When admitted to the English graduate program, graduate students may count no more than nine hours taken as non-degree students toward the M.A. in English.

Course Requirements

The M.A. in English requires completion of 33 semester hours, with a minimum of nine semester hours of English at the 500 level (does not apply to Plan D). Graduate students must maintain a cumulative average of 3.0 or higher in all courses.

Students may choose one of four ways to meet degree requirements (all course selections must be approved by the graduate director in English):

1. Plan A: Literature (Non-thesis)
 - a. At least 24 semester hours of English at the 400-500 level.
 - b. Six of the nine hours at the 500 level must be in seminars in literature; these include English 500, 501, 502, 503, 504, 508 and 510.
 - c. Up to nine semester hours at the 400-500 level in one supporting discipline, e.g., education, history, modern languages, philosophy, sociology, communication arts or art.
2. Plan B: Literature (Thesis)
 - a. At least 21 semester hours of English at the 400-500 level.
 - b. Six of the nine hours at the 500 level must be in seminars in literature; these include the courses listed under Plan A above.
 - c. Up to nine semester hours at the 400-500 level in one supporting discipline listed under Plan A above.
 - d. Three semester hours of thesis credit (ENGL 531).

Students in plans A or B may elect to concentrate in an area compatible with their needs and with the availability of course offerings outlined in the department's course scheduling sequence. This area may be a period of British, American or comparative literature; a genre of literature; or the study of composition, language and rhetoric. Within the departmental course offerings, students also may elect a subordinate emphasis upon folklore or film.

To help maintain a measure of commonality and a liberal scope to the degree program, all candidates for the M.A. in English in plans A and B must take a written comprehensive examination. Students admitted to the program are provided a list of primary texts in preparation for the examination. Students are responsible for all materials on the list regardless of the coursework they may elect. Students may take the examination at the conclusion of any semester in which they

currently maintain good standing in the degree program, though they may not delay the examination longer than one full semester following the completion of their coursework. Every examination is evaluated by two members of the English Department faculty, unless a third reading of the examination should be required. In order to earn the M.A. in English, a student must pass the comprehensive examination within two attempts.

3. Plan C: Composition, Language and Rhetoric
 - a. The following 18 required semester hours in composition and language:

	Credits
ENGL 465 Research in Composition	3
ENGL 466 Current Problems in Composition	3
ENGL 514 Writing Program Issues	3
ENGL 431 Survey of Modern Grammars	3
ENGL 435 Varieties in Language	3
ENGL 530 Directed Research Capstone Project in Rhetoric, Composition and Linguistics	3

- b. The required course ENGL 463: Literary Analysis and up to 12 semester hours of 400-500 level course electives in English; six of these hours are to be in seminars in literature, including the courses listed in Plan A above. Subject to the graduate director's approval, three of these 12 semester hours may be elected from 400-500 level courses outside the English Department.

4. Plan D: TESOL

- a. The following 18 required semester hours of coursework:

	Credits
ENGL 430 Principles of Linguistics	3
ENGL 431 Survey of Modern English Grammar	3
ENGL 433 Language and Culture	3
ENGL 439 Second Language Acquisition	3
ENGL 528 ESOL Tests and Measurements	3
or	
EDUC 528 ESOL Tests and Measurements	3
SCED 447 * ESOL Methods	3

* before students enroll in SCED 447, they must have taken the above five pre- (or co-) requisite classes and have passed the Core Battery of the Praxis Series, the Professional Assessment for Beginning Teachers

- b. The remaining 15 hours selected from the following courses:

	Credits
ENGL 432 Literacy and ESOL Reading	3
or	
EDUC 432 Literacy and ESOL Reading	3
ENGL 438 Bilingualism	3
ENGL 492 Practicum	3
ENGL 434 Literacy and ESOL Writing	3
or	
EDUC 443 Literacy and ESOL Writing	3
ENGL 491 Topics in Linguistics and Language Learning	3
ENGL 533 ESOL Program Development	3
EDUC 471 Computers in Education	3
EDUC 500 Historical, Philosophical and Social Foundations ...	3
EDUC 502 Introduction to Research	3
EDUC 504 Multicultural Education	3
EDUC 545 Learning and Instruction in the Schools	3

A student may earn the M.A. in English (TESOL concentration) and ESOL state certification most economically by completing the following requirements (54 hours):

Requirement	Semester Hours Required	Fulfilled By
Foreign Language	6	
American English and Linguistics	6	ENGL 430 ENGL 431
Cross Cultural Studies	3	ENGL 433

ESOL Tests and Measurements	3	ENGL/EDUC 528
Methods of Teaching ESOL	3	SCED 447
Language Learning	6	ENGL 491 ENGL 438 ENGL 439

Methods of Teaching Reading to LEP Students (Literacy and ESOL Reading)	3	ENGL/EDUC 432
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Methods of Teaching Writing to LEP Students (Literary and ESOL Writing)	3	ENGL 434/EDUC 443
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Foundations of Education, must include a Psychological Foundations of Education	6	EDUC 500, 545 or 305 EDUC 300
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Student Teaching in ESOL, divided between elementary and secondary levels plus seminar. (Two years of successful teaching experience may be substituted for the student teaching experience.)	9	TBA
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Graduate Credit		TBA
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Special Education (introductory/survey course)	3	EDUC 467
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Master of Arts in History

Graduate Program Director: Robert A. Berry, Ph.D.
Phone: 410-543-6245

Graduate Faculty

Robert A. Berry, Ph.D.; *Russia, Eastern Europe, Middle East, World War One*
Richard Bowler, Ph.D.; *history of science and technology, German/European history*
Sylvia D. Bradley, M.A.; *Colonial America, British history, Maryland history, Irish history*
Gregory C. Ference, Ph.D.; *East Asia, Eastern Europe*
K.-Peter Lade, Ph.D.; *geospatial archaeology, general anthropology*
James McCallops, Ph.D.; *women's history, gender studies, U.S. history*
Timothy Miller, Ph.D.; *Byzantine history, Medieval history, social welfare*
Maarten Pereboom, Ph.D.; *U.S. foreign relations, 20th century Europe*
Clara L. Small, Ph.D.; *American Colonial history, African-American history, Civil Rights*
Bart R. Talbert, Ph.D.; *Civil War, military history, 19th century America*
G. Ray Thompson, Ph.D.; *Greek and Roman history, classical archaeology, Colonial America, local history*
Jeanne Whitney, Ph.D.; *material culture, U.S. social and cultural history, local history*

Educational Objectives

The History Department offers a Master of Arts (M.A.) in history program, which aims to empower students to enrich their own lives and the life of their community through a fuller understanding of the past. The faculty believes that by giving students the tools necessary to write and teach history, we can build a community that embraces diversity. The rich resources of the local community and the Edward H. Nabb Research Center for Delmarva History and Culture provide tools for solid training in the particular problems of writing local history. The "community-as-laboratory" concept that underlies the design of this program is its energy source; within this dynamic environment students receive rigorous training in conducting research, con-

structing strong and persuasive arguments, and writing clearly and compellingly.

Admission

In addition to the general requirements for admission to Salisbury State University graduate study, applicants for admission to the M.A. in history program must fulfill the following requirements:

1. Completion of the equivalent of an undergraduate major in history with at least 15 semester hours in history at the junior-senior level or above, including a course in research and writing, with a grade point average of 3.0 or better in all history courses. This preparation is designed to serve as a foundation for graduate study in history and such courses are therefore ineligible for inclusion in the 30 semester hours normally required for the degree.
2. Acceptable results on the Graduate Record Examination (GREs). It is expected that students will submit the GRE scores at the time they apply to enter the graduate program. Students may be admitted without having taken the GREs, but must complete the GREs within the first six semester hours.
3. Submission of three letters of recommendation from individuals qualified to judge the applicant's ability to pursue graduate studies in history, an example of the applicant's scholarly writing, along with the departmental application for admission to the graduate program in history, to the History Department, Salisbury State University, 1101 Camden Ave., Salisbury, MD 21801.

After completing at least 12 semester hours but no more than 18 hours of graduate credit, an application for admission to candidacy should be submitted to the History Department. To apply for candidacy a student must have a cumulative average of 3.0 or higher and no grade below C in approved courses taken within the master's program.

All application materials, either those specified for the Admissions Office or those specified for the History Department, should be submitted by no later than March 1 for fall admission or July 1 for spring admission. After being formally admitted, but before beginning coursework, the graduate student is expected to meet with representatives of the History Department to receive a copy of the department's guidelines and to begin developing a course of study.

Provisional Admission

Students who do not meet the minimum requirements for admission to the M.A. in history may only be admitted on a provisional basis, and must make up the deficiency prior to becoming eligible for admission to candidacy. Provisionally admitted students may take a maximum of nine semester hours and must maintain a cumulative grade point average of at least 3.0 with no grade less than C. Upon satisfactory completion of the nine semester hours, students may reapply to the History Department for full admission status.

Program of Study

The M.A. in history requires 30 semester hours of graduate coursework and satisfactory performance on oral and written examinations. Students meet with their advisors early in the program to discuss their specific interests and to determine appropriate areas of con-

centration and a course of study, which may include writing a thesis. Each student must complete:

1. At least two research seminars (six semester hours) at the 500-level, the aim of which is to develop skills in historical research, analysis and writing.
2. At least three reading seminars (nine semester hours) at the 500 level, the aim of which is to master the historical scholarship extant in the student's chosen areas of concentration.

The remainder of the credit hours may be earned in the following ways:

1. Complete a thesis (six semester hours).
2. Complete additional graduate seminars (three semester hours each).
3. Complete 400-level courses at the graduate level (three semester hours each; students must discuss additional requirements with the instructor at the beginning of the course).
4. Up to six semester hours of graduate work in history may be transferred from other institutions.

Students must maintain a cumulative grade point average of 3.0; earning two grades of "C" or one grade below "C" is grounds for dismissal from the program.

Upon completion of 21 semester hours of graduate work, students meet with their advisors to determine the specific fields in which they are to be examined. Students complete the written examination first; these responses become the starting point for discussion in the oral examination. Students who fail the written or oral examinations may retake the examination once, but must do so within one year of the date of the original examination.

Master of Arts in Psychology

Program Director: Charisse D. Chappell, Ph.D.
Phone: 410-543-6246

Graduate Faculty

Charisse Chappell, Ph.D.; *psychological assessment, multicultural issues*
J. Craig Clarke, Ph.D.; *perception and cognition, experimental aesthetics*
Edmund Delaney, Ph.D.; *abnormal psychology, general psychology, criminal justice*
Kathleen V. Fox, Ph.D.; *educational/development psychology*
Robert W. Graff, Ed.D.; *death, dying and bereavement, applied psychology, clinical intervention skills*
Natalie W. Hopson, Ph.D.; *pediatric psychology, behavioral medicine, family therapy, women's studies*
Natalia Hoenigmann-Stovall, Ph.D.; *cognitive-behavioral methods, parent-child relations*
Ronald R. Ulm, Ph.D.; *learning and motivation, substance abuse*
I. Eugene White, Ph.D.; *human sexuality, personality and psychotherapy*
George I. Whitehead, Ph.D.; *self-presentation theory, attribution theory, social comparison theory*

The Psychology Department no longer offers a Master of Arts (M.A.) in psychology. The program is being escrowed and no new students are being admitted. The department will meet its degree obligation to students currently enrolled in the program.

Richard A. Henson School of Science and Technology

Dean: Thomas W. Jones, Ph.D.
Program Director: Ruth M. Carroll, Ph.D.
Phone: 410-543-6420

Graduate Faculty

Karen K. Badros, Ed.D.; *nursing research, family nurse practitioner, critical thinking*
Ruth M. Carroll, Ph.D., CS-P; *psychiatric nursing, nursing research, research methods, family theory, grief and loss*
Karin E. Johnson, Dr.P.H.; *public health nursing, pediatric-adolescent nursing, epidemiology, research*
Barbara A. Kellam, Ph.D., CPNP; *maternal-newborn and pediatric nursing, newborn separation and loss*
Dorothea E. McDowell, Ph.D.; *nursing informatics, adult health, nursing education*
Elizabeth A. Rankin, Ph.D., NBCCH; *psychiatric nursing, women's health, nontraditional health care practices, Ericksonian hypnotherapy, holistic health*
Elizabeth A. Seldomridge, Ph.D.; *adult health, critical thinking, confidence in clinical judgment*
Catherine M. Walsh, Ph.D.; *health promotion, critical thinking*

Master of Science in Nursing

Graduate education in nursing builds upon generalized preparation at the undergraduate level and previous experience in nursing. Graduate nursing education provides advanced preparation and knowledge in specialized areas of nursing. Salisbury State University offers a master's program with a major in family nursing in rural areas, with preparation as clinical nurse specialists, nursing service administrators or family nurse practitioners. Each student's application is considered on an individual basis.

Students seeking the Master of Science (M.S.) in nursing must complete an approved program of study, including 40-43 semester hours of graduate credit with a cumulative average of 3.0 or higher and no grade lower than C. Students can enter the graduate nursing program through the traditional or the accelerated second degree track. The traditional program is designed for students who have a B.S. in nursing; the accelerated second degree track is designed for students who have a degree in another field of study and who desire a B.S. and an M.S. in nursing.

Within the master's curriculum, there is an emphasis on research with a requirement of completion of a thesis or a capstone project for the degree. Research courses include MATH 502: Applied Statistics, NURS 544: Nursing Research Designs and NURS 590: Thesis or NURS 591: Capstone Project. At the completion of NURS 544 students select a thesis or capstone project chair from among the graduate nursing faculty. The faculty chair provides direction to the student during the thesis or capstone project courses.

Traditional Program

Admission

Upon application to the University for graduate study, students may simultaneously apply to the Department of Nursing for admission. In addition to meeting the general requirements for admission to Salisbury State University graduate study, applicants for admission to the graduate program in nursing must meet the

following requirements:

1. Be accepted for graduate study at SSU by the Admissions Office.
2. Provide an official transcript as evidence of completion of a National League for Nursing accredited baccalaureate degree program in nursing.
3. Have a minimum cumulative grade point average of 3.0 on a 4.0 scale on all college/university courses prior to admission. Applicants with a cumulative GPA between 2.75 and 3.0 may be considered for provisional admission.
4. Submit a one-to-two page narrative stating educational and professional goals.
5. Submit a current curriculum vitae/resume.
6. Submit two academic and/or professional recommendations addressing potential for nursing and graduate study.
7. Have a personal interview with a member of the Graduate Program Committee.
8. International students must demonstrate proficiency in the English language. Additional SSU requirements for admission of international students must be met, including a minimum of 550 on the TOEFL.

Enrollment Requirements

After acceptance into the nursing program and prior to beginning the program, students must provide documentation of the following:

1. A recent (within six months prior to enrollment) health examination with evidence of a tuberculin skin test. The departmental health exam form must be used.
2. Evidence of up-to-date immunizations (see health form). Immunization against hepatitis B is highly recommended.
3. Current certification in cardiopulmonary resuscitation (CPR) by the American Heart Association or the American Red Cross. The course must be one designed for a health care provider, such as the AHA's module C course.
4. Evidence of current RN licensure in the state of Maryland (for the master's level program).

Progression Requirements

To remain in good academic standing and progress in these program tracks, students must meet all University and department requirements including the following:

1. Achieve a minimum grade of C in all required undergraduate courses for the accelerated program.
2. Maintain a cumulative grade point average of at least 2.75 in all undergraduate courses; maintain a cumulative grade point average of at least 3.0 in all master's level courses.
3. Have a valid license as a registered nurse in the state of Maryland to progress in the master's level of the program.

Program of Study

A minimum of 40 to 43 semester hours is required in the prescribed sequence according to the track selected for the master's degree. Preparation for advanced practice roles is offered in the following tracks: nursing service administration (ADM), clinical nurse specialization (CLSP) and family nurse practitioner (FNP). Students completing the FNP track are eligible

to apply for a national certification examination. Clinical specialists students may pursue certification in various clinical specialties such as psychiatric/mental health nursing through individualization of their program. Such preparation may require additional courses other than those indicated in the program which may be completed through inter-institutional enrollment.

The master's level program may be completed in two academic years of full-time study. Part-time study leading to the degree is also available. The master's curriculum is comprised of core courses, taken by students in all tracks, and specialty courses, depending on the selected track.

Requirements are as follows:

1. All M.A. nursing students must complete the following core courses:

	Credits
NURS 514 Issues in Advanced Practice Nursing	3
NURS 515 Epidemiology	3
NURS 516 Family Nursing I	5
NURS 538 Nursing Theories	3
NURS 544 Nursing Research Designs	3
MATH 502 Applied Statistics	3
NURS 590 Thesis	3
or	
NURS 591 Capstone Project	3

2. On the admission application, students select a functional role track, with required courses as follows:

Clinical Specialist Track	Credits
NURS 517 Family Nursing II	5
NURS 556 Clinical Nurse Specialization	6
BIOL 552 Advanced Human Physiology	3
or	
EDUC 472 Theory/Practice of Teaching Adults	3
XXXX XXX Graduate-level Elective	3

Nursing Service Administrator Track	Credits
NURS 517 Family Nursing II	5
NURS 554 * Administration in Nursing Service	6
BUAD 535 * Health Care Finance	3
XXXX XXX Graduate-level Elective	3

* it may be necessary to enroll in these two courses through inter-institutional study

* Family Nurse Practitioner Track	Credits
NURS 512 Advanced Health Assessment	4
NURS 522 Clinical Therapeutics	3
NURS 558 Management of Family Health I	5
NURS 559 Management of Family Health II	5
BIOL 552 Advanced Human Physiology	3

* within the core and specialty courses, a minimum of 600 precepted clinical hours is required for the FNP student

Accelerated B.S.-M.S. Second Degree Program

The Department of Nursing offers an accelerated program track leading to a Bachelor of Science and a Master of Science in nursing for non-nursing college graduates who wish to prepare for professional nursing roles and advanced clinical practice. The accelerated curriculum track, acknowledging the educational, career and life experiences of the individual, requires fewer prerequisites for the nursing courses than the basic baccalaureate program of study. In addition, the curriculum is streamlined so that the bachelor's degree may be earned in three semesters of full-time study.

Students must have completed at least a bachelor's degree from an accredited college or university to be eligible for admission to the accelerated track. Students from all majors (including diploma or associate's degree-prepared registered nurses with baccalaureate degrees in other majors) are eligible to

enroll. Applicants must demonstrate mastery in the following subjects prior to their fall enrollment in the program: basic statistics, microbiology, anatomy and physiology (including all body systems), chemistry or physics, and pathophysiology. Mastery may be established by earning academic credit for coursework, by successfully challenging a departmental exam given for the course, or by successfully passing a standardized test in the specific area of study.

The program is designed as a three-year program of study leading to both degrees. Upon entry, students are admitted to the accelerated program as graduate students. During the first three semesters of study, there is a special clinical course pair uniquely designed for the accelerated students. These courses include NURS 322/323 (Wellness Nursing), NURS 422/423 (Maternal-Child Nursing) and NURS 442/443 (Leadership-Management). These courses capitalize on the advanced academic skills of the second degree students and provide uniqueness in the program. The remainder of the courses in the program are courses included in the basic undergraduate curriculum.

At the end of the three semesters, students receive a bachelors' degree and are eligible to sit for the National Licensing Examination for Registered Nurses (NCLEX-RN). It should be noted that the completion of a Bachelor of Science in nursing does not necessarily lead to the obtaining of a RN license to practice nursing. To obtain a license, the individual must meet additional criteria of the State Board of Nursing, including (but not limited to) a transcript showing conferral of the B.S., application to take the exam, possible background checks and payment of a fee.

Although students may leave the program at this time, they are encouraged to continue on to the masters' portion of the program. During the masters' portion of the program, part-time study is available and most classes are scheduled in the evening for the convenience of those working during the day.

Admission

Applicants for admission to the accelerated second degree track must meet all University requirements and be admitted for graduate study by the Admissions Office. Applicants may simultaneously apply to the graduate nursing program. Admission is competitive and will be based on evaluation of the applicant's overall academic qualifications. See the other admission requirements listed above, as well as enrollment and progression requirements.

Program of Study

1. Students in the accelerated program must complete the following 44 undergraduate credits (see undergraduate catalogue for course descriptions):

	Credits
NURS 310 Adult I	3
NURS 311 Adult I Clinical	3
NURS 319 Health Assessment	3
NURS 322 Wellness Nursing	3
NURS 323 Wellness Clinical	1
NURS 329 Research	3
NURS 350 Adult II	3
NURS 351 Adult II Clinical	3
NURS 380 Psychiatric Nursing	3
NURS 381 Psychiatric Clinical	3
NURS 422 Maternal/Child	3
NURS 423 Maternal/Child Clinical	3
NURS 430 Community Health	3

NURS 431 Community Health Clinical	3
NURS 442 Leadership/Management	2
NURS 443 Leadership Clinical	2

2. In the fourth semester, accelerated students may continue into the masters' level courses if they have a cumulative grade point average of 2.75 or better. At the masters' level, the accelerated program students join the traditional program students in the graduate level courses. Course requirements are listed above under "Traditional Program."

Advanced Placement of Registered Nurses in the Accelerated Track

A minimum of 30 semester credit hours is required by the University for the second baccalaureate degree. Registered nurse students with bachelor's degrees in

another major may participate in the accelerated program and earn their bachelor's degree and a masters' degree in nursing. Registered nurse students in this track are required to register for NURS 319: Health Assessment, NURS 322: Wellness Nursing, NURS 323: Wellness Clinical, NURS 329: Research, NURS 430: Community Health Nursing, NURS 431: Community Health Clinical, NURS 442: Leadership/Management, and NURS 443: Leadership/Management Clinical. In addition, one of the following clinical course pairs must be taken by registration or challenge: NURS 350/351 (Care of Adults II), NURS 380/381 (Psychiatric/Mental Health), NURS 422/423 (Care of Childbearing and Childrearing Families). RN applicants to this track should contact the director of graduate nursing for further information.

Courses

The following course listing represents the University curricula as of the publication of this catalogue. Additions and changes to the offerings are published in the "Catalogue Supplement," printed in each semester's *Registration Bulletin*.

Not all courses are offered every semester. For current offerings consult the most current academic schedule and the *Guide to Course Requirements* during registration periods. See your academic advisors/department chair for additional information.

Accounting (ACCT)

510. GRADUATE SURVEY OF ACCOUNTING

3 hours credit

Introduction to the principles of accounting for proprietorships, partnerships and corporations. Surveys current financial accounting principles, the accounting cycle and financial statements. **Prerequisite:** Provisional status in M.B.A. program. **Three hours per week.**

605. FINANCIAL ACCOUNTING THEORY

3 hours credit

Basic framework of accounting theory relating to income determination and funds flows. The basic problem of asset measurement, classification and the objective of financial reporting are presented along with the official and unofficial pronouncements of accounting societies and changes in accounting procedures. Basic understanding of the nature and development of accounting principles along with their application to current practice. **Prerequisite:** ACCT 403 or equivalent. **Three hours per week.**

608. ADVANCED AUDITING

3 hours credit

Addresses current issues in the technical, political, legal and economic environment which affect the public accounting profession's performance of its audit and attest function. **Prerequisites:** ACCT 407 or equivalent. **Three hours per week.**

615. GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING

3 hours credit

Covers the full range of accounting and reporting policies and procedures for state and local governments as well as for a variety of not-for-profit organizations. **Prerequisite:** ACCT 403 or equivalent. **Three hours per week.**

620. ADVANCED ACCOUNTING INFORMATION SYSTEMS

3 hours credit

Presents the underlying concepts of information management, with an emphasis on accounting applications and systems controls. **Prerequisites:** ACCT 420 or equivalent. **Three hours per week.**

630. INTERNATIONAL ACCOUNTING

3 hours credit

Introduces a variety of international accounting issues encountered by multi-national organizations. **Prerequisites:** ACCT 403 and 407 or equivalent. **Three hours per week.**

640. MANAGERIAL ACCOUNTING

3 hours credit

Study of the use by management of accounting information for planning and control. Includes budgeting, cash-flow analysis, cost behavior concepts, strategic planning and financial reporting. This course is for non-accounting majors. **Prerequisite:** Successful completion of the accounting program admission test. **Three hours per week.**

645. ADVANCED TAXATION AND PUBLIC POLICY

3 hours credit

Focus on foundation and application of tax policy and law for federal and state income taxation. Individual, business and fiduciary tax knowledge will allow the student to develop a tax awareness by developing an ability to recognize tax problem areas, pitfalls and planning opportunities. Local, state, federal and international taxation issues and current events of U.S. individuals and business entities coupled with expanding on tax research skills will prepare students for management decision making roles in the consulting or business world. **Prerequisite:** ACCT 342 or equivalent. **Three hours per week.**

650. ADVANCED MANAGERIAL ACCOUNTING

3 hours credit

Provides undergraduate accounting majors with advanced treatment of new and complex techniques and procedures integral to the design and implementation of managerial and cost control systems in a rapidly evolving technological environment. **Prerequisites:** ACCT 302 and 403, or equivalent and prior completion of undergraduate accounting degree or equivalent program or by permission of the chair of the Accounting Department. **Three hours per week.**

698. DIRECTED INDEPENDENT STUDY

1-3 hours credit

Individual tutorial course including accounting research topics not covered in other accounting courses. May be taken a maximum of two times (regardless of number of credits each time) under different subtitles recorded with the registrar. **Prerequisite:** Admission to M.B.A., written permission of the instructor and M.B.A. program director. **One to three hours per week.**

699. SPECIAL TOPICS IN ACCOUNTING

3 hours credit

Study of specific problems and issues in accounting not covered in other courses. May be taken twice (maximum number of credit is six) under different subtitles recorded with the registrar. **Prerequisite:** Admission to the M.B.A. program accounting track and permission of the instructor. **One to three hours per week.**

Anthropology (ANTH)

400. INDIVIDUAL DIRECTED STUDY

3 hours credit

Advanced study in an area of anthropology through intensive literature and/or field research. May be repeated once under different subtitles. May not be taken by students who have completed SOCI 416 with an anthropological topic. **Prerequisites:** ANTH 212 or SOCI 212.

450. COMPARATIVE CULTURES

3 hours credit

Cross-cultural survey of primitive societies with emphasis on human social differences and their meaning. Examples drawn from Africa, Asia, North and South America and Oceania. Focus on cultural diversity with references to varying marital, religious, economic, family and social problems. May not be taken by students who have completed SOCI 452. **Prerequisite:** ANTH 212 or SOCI 212. **Three hours per week.**

459. SEMINAR IN ANTHROPOLOGY

3 hours credit

Review of current research and publication in the four subdisciplines of anthropology (cultural anthropology, physical anthropology, linguistic anthropology, archaeology/prehistory). May not be taken by students who have completed SOCI 459. **Prerequisite:** ANTH 212 or SOCI 212. **Three hours per week.**

Applied Health Physiology (AHPH)

502. INTRODUCTION TO RESEARCH

3 hours credit

Methods of investigating physiological mechanisms within the human clinical context; development of skills for producing as well as consuming research by proposing a research plan. **Prerequisite:** Admission to program. **Three hours per week.**

534. HUMAN PSYCHOPHYSIOLOGY

3 hours credit

Study of the interrelationships between the mind and body. Examination of current research and historical views on the interaction of physiological processes and psychological function. **Prerequisite:** BIOL 552. **Three hours per week.**

537. HEALTH APPRAISAL AND TESTING WITH EMERGENCY PROCEDURES

3 hours credit

Study of health screening techniques, fitness testing and emergency procedures. Students will be certified in advanced cardiac life support. **Prerequisite:** Community CPR. **Three hours per week.**

542. EXERCISE PROGRAMMING, NUTRITION AND WEIGHT CONTROL

3 hours credit

Study of exercise programming guidelines as established by the American College of Sports Medicine. A strong focus is placed upon nutrition and weight control in conjunction with exercise prescription recommendation for a variety of clinical populations. Students gain practical experience in developing exercise programs for individuals with various conditions. **Prerequisites:** Admission to program. **Three hours per week.**

544. PHARMACOLOGICAL ASPECTS OF CLINICAL PHYSIOLOGY

3 hours credit

Examination of the physiological mechanisms involved in the clinical treatment of individuals with medications. Emphasis placed on the pharmacological influence on therapeutic exercise program design, monitoring techniques and patient outcomes. **Prerequisite:** AHPH 537, 542, BIOL 552. **Three hours per week.**

545. CARDIOPULMONARY ASPECTS OF PHYSIOLOGY

3 hours credit

Study of cardiopulmonary physiology with an emphasis on gas transport, fluid and electrolyte balance, acid-base regulation, response to exercise and training adaptations. **Prerequisite:** Admission to program. **Three hours per week.**

546. HUMAN DEVELOPMENT AND AGING IN POPULATIONS WITH CHRONIC DISEASE

3 hours credit

Study of the pathophysiology and psychosocial aspects of aging populations with Chronic Obstructive Pulmonary Disease (COPD) and those with Coronary Artery Disease (CAD). Examination of the deleterious effects of COPD and CAD on physical and psychological functioning. Emphasis on cardiac/pulmonary rehabilitation as a mechanism to enhance quality of life in populations with COPD and/or CAD. **Prerequisite:** AHPH 537, BIOL 552. **Three hours per week.**

553. CLINICAL PHYSIOLOGY

3 hours credit

Study of common lab techniques used in physiologic health screening, fitness testing and research. Emphasis on cardiorespiratory and musculoskeletal procedures. **Three hours per week.**

562. TRENDS AND ISSUES IN PHYSIOLOGY

3 hours credit

In-depth examination of current literature in physiological journals. Emphasis placed upon critical review of research in regards to methodology, data interpretation and conclusions derived from data. **Prerequisite:** Admission to program. **Three hours per week.**

690. FIELD EXPERIENCE IN CLINICAL PHYSIOLOGY

3 hours credit

Culminating experience to complete training in clinical physiology. Students work in a clinical setting under the direct supervision of a certified health care provider. **Prerequisite:** AHPH 502, 534, 537, 542, 544, 545, 562 and BIOL 552. **Six hours per week.**

Art (ART)

490. INDEPENDENT STUDY

1-3 hours credit

Provides directed study in one or a combination of studio disciplines. May be repeated once under a different subtitle. Students must furnish their own materials. **Prerequisites:** Approval of department chair prior to registration.

500. SEMINAR: ISSUES IN ART

3 hours credit

Discussions and research concerning timely topics in art, including direct student participation and faculty lectures. Topics may vary from semester to semester. May be repeated once for degree credit under different course subtitle. **Prerequisite:** Consent of instructor. **Four hours per week.**

Biology (BIOL)

401. WETLAND ECOLOGY

4 hours credit

Study of relationships between environmental features and the structure and function of wetland types. Emphasizes hydrology, chemistry and plant species distribution and examines effects of disturbance on wetland ecosystems. **Prerequisites:** BIOL 225; BIOL 202; Marine Botany (UMES) strongly recommended. **Three hours lecture, three hours laboratory per week.**

405. ORNITHOLOGY

3 hours credit

Study of birds. Topics include form and function, behavior and communication, reproduction, migration, ecology and conservation. Field trips emphasize identification and natural history of local species. **Prerequisite:** BIOL 225. **Three hours lecture per week.**

407. THE BIOLOGY OF FISHES

3 hours credit

Study of evolution, anatomy, physiology, classification, ecology and behavior of the fishes. Addresses current research and future directions in ichthyology. **Prerequisites:** BIOL 122, 225. **Three hours lecture per week.**

410. ESTUARINE BIOLOGY

3 hours credit

Study of estuarine biology with a focus on the Chesapeake Bay. Detailed discussion of the biota of the bay, its unique biology and current perturbations due to environmental pollution. Introduction to physical and chemical processes of estuaries. **Prerequisite:** BIOL 225; BIOL 321 strongly recommended. **Two hours lecture, two hours laboratory per week.**

415, 416. RESEARCH IN BIOLOGY 3 hours credit each
Independent student research under the supervision of a faculty member. BIOL 416 may not be used to satisfy requirements

within the major. **Prerequisite:** Consent of instructor. **Schedule to be arranged individually.**

418, 419. BIOLOGY SEMINAR 1 hour credit each
Discussions of timely topics in biology and related fields. Includes instruction in seminar preparation and requires student presentations and participation. BIOL 419 may not be used to satisfy course requirements within the major. **Prerequisite:** Consent of instructor. **One hour per week.**

422. VERTEBRATE PHYSIOLOGY 4 hours credit
Study of the physiological mechanisms utilized by plants, with special reference to the higher phyla. **Prerequisites:** BIOL 122, CHEM 121. **Three hours lecture, three hours laboratory per week.**

430. PLANT PHYSIOLOGY 4 hours credit
Advanced study of the physiological mechanisms utilized by plants with special reference to the higher phyla. **Prerequisites:** BIOL 121, CHEM 221. Organic Chemistry highly recommended. **Three hours lecture, three hours laboratory per week.**

440. CONTEMPORARY GENETICS 3 hours credit
Advanced study of molecular genetic engineering processes. **Prerequisites:** BIOL 350, CHEM 221. **Three hours lecture per week.**

445. VIROLOGY 3 hours credit
Study of structure, replication and pathogenesis of viruses with emphasis on animal viruses and the role of viruses in our current understanding of cell and molecular biology. **Prerequisite:** BIOL 350. **Three hours lecture per week.**

490. SPECIAL TOPICS IN BIOLOGY 1-4 hours credit
Study of a specific area of biological science. Topic varies semester to semester. May be taken twice for credit under different subtitles. **Prerequisites:** Sixteen hours of biology, approval of instructor.

501. MODERN CONCEPTS IN BIOLOGY 3 hours credit
Study of the most recent developments in biology, with special emphasis on genetics, animal behavior and sociobiology. May be taken twice, under different course subtitles recorded with the registrar. **Prerequisites:** BIOL 101 or 121 and 122, and completion of the biology core program or equivalent. **Three hours lecture per week.**

502. BIOLOGY AND ENVIRONMENT 3 hours credit
Study of organisms as integral parts of their environments, including field studies involving applications of environmental principles. **Prerequisites:** BIOL 101 or 121 and 122, and completion of the biology core program or equivalent. **Two hours lecture, two hours laboratory per week.**

503. CONTEMPORARY CELL BIOLOGY 3 hours credit
Intensive study of the latest findings in cell biology, with application to the pressing problems of today. **Prerequisite:** One year of chemistry. **Three hours lecture per week.**

504. PERSPECTIVES IN MODERN GENETICS 3 hours credit
Intensive study of modern genetics for the advanced student. Findings in molecular, cellular and developmental genetics related to classical genetic theory and current problems. **Prerequisite:** One year of chemistry. **Three hours lecture per week.**

552. ADVANCED HUMAN PHYSIOLOGY 3 hours credit
In-depth study of the physiology and associated anatomic structures of human organ systems. Topics include the cell and the nervous, muscular, circulatory, endocrine, digestive and excretory systems, with separate attention to temperature

regulation. **Prerequisite:** B.S. in biology, health related field or education with biology emphasis. **Three hours lecture per week.**

Business Administration (BUAD)

530. GRADUATE SURVEY OF QUANTITATIVE ANALYSIS 3 hours credit
Introduction to the decision-making tools and techniques for making operational, administrative and upper management-level decisions. Mathematical and statistical models applied to managerial decision-making situations. **Prerequisites:** Provisional status in M.B.A. program and MATH 150, COSC 110 and ISMN 111 (or equivalents). **Three hours per week.**

535. HEALTH CARE FINANCE 3 hours credit
Introduction to financial management in the health care environment. Designed for nurse/managers, this course covers financial accounting and analysis, financial management (including the mathematics of finance), cost accounting, budgeting, control systems, forecasting, working capital management and third party reimbursements. **Three hours per week.**

540. GRADUATE SURVEY OF FINANCE 3 hours credit
Comprehensive course in modern financial management. Includes financial theories, working capital management, capital acquisition, international finance, mergers and acquisitions, bankruptcy and reorganization and leasing. M.B.A. leveling course. **Prerequisite:** Provisional status in M.B.A. program and BUAD 510, 520, 530 or equivalent. **Three hours per week.**

550. GRADUATE SURVEY OF MANAGEMENT 3 hours credit
Study of the interrelationship of various management functions: principles of general management, production management, management information systems and management of international operations. Introduces various schools of management, modern organizational theories and the elements of decision-making. M.B.A. leveling course. **Prerequisite:** Provisional status in M.B.A. program. **Three hours per week.**

560. GRADUATE SURVEY OF MARKETING 3 hours credit
Examination of markets and marketing functions responding to a dynamic environment. An overview of domestic and international marketing functions and institutions adapting to social, economic, legal and technical change. Special emphasis will be placed on the ramifications of consumerism and regulation of marketing activities. M.B.A. leveling course. **Prerequisite:** Provisional status in M.B.A. program. **Three hours per week.**

615. RESEARCH METHODOLOGY 3 hours credit
Designed to develop techniques and methods for research. Includes identifying and defining managerial problems, reviewing the literature and stating problems in terms of testable hypotheses and methods of testing hypotheses. Major research paper required. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

620. ORGANIZATIONAL THEORY 3 hours credit
Development of a framework for understanding the modern business enterprise. Includes a review of management thought and organizational theory, the functions of management and recent trends in management theory and practice in the U.S. and abroad. The contributions of behavioral science, management science, systems theory, contingency theory and other relevant theories are examined. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

625. ORGANIZATIONAL BEHAVIOR SEMINAR 3 hours credit
Study of individual and group behavior in organizational structures to understand the interaction of managers with other members of the organization. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

635. EXTERNAL ENVIRONMENT OF THE ORGANIZATION 3 hours credit
Study of the environmental forces which influence the organization. Includes identification and measurement of external forces and effects on management decisions. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

650. CORPORATE FINANCIAL MANAGEMENT 3 hours credit
Review of financial theory and techniques. Topics include long-term investment decisions, capital structure and dividend policy, long-term financing decisions, financial analysis and planning, short-term financial management, and multinational financial management. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

660. MARKETING STRATEGY 3 hours credit
Study of classic and contemporary marketing strategies for both profit and nonprofit organizations. Considers the organizational-environmental interface as a shaping factor in planning and implementing the marketing mix. Emphasis placed on planning in dynamic domestic and international environments. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

661. CONSUMER AND BUYER BEHAVIOR 3 hours credit
Studies the process of customer decision-making, consumption and post-consumption activities. Both internal and external influences on those processes are examined to provide an overall foundation of buyer behavior. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

662. PROMOTIONAL STRATEGY 3 hours credit
Examines the development of promotional strategy. Advertising, sales promotion, personal selling and publicity are explored. Emphasis on planning, designing and implementing promotional strategies. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

665. ENTREPRENEURSHIP 3 hours credit
Analyzes organized and systematic entrepreneurship in new enterprises, established large enterprises and non-business institutions. Emphasis is on applying concepts and techniques from the functional areas of business to the new venture development environment in independent and corporate settings. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

670. MANAGEMENT SCIENCE MODELS 3 hours credit
Study of rational decision-making in a computer-assisted environment. Topics include decision theory, linear programming, distribution models, inventory and project management. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

680. CORPORATE STRATEGIC PLANNING AND POLICY 3 hours credit
Capstone course focusing on critical issues affecting the success of the total enterprise in domestic and multinational environments. Emphasis on the functions, responsibilities and ethical values of top managers as they determine the direction of the organization and shape its future. Strategy is the unifying theme in case discussions. **Prerequisite:** Completion of 12 semester hours at the 600 level in SSU's M.B.A. program, including either ACCT 640, 650 or BUAD 650. To be taken in the final semester before graduation. **Three hours per week.**

685. INTERNATIONAL BUSINESS SEMINAR 3 hours credit
Study of international aspects of business management and the environment of international business. Topics selected from international finance, the economics of international finance, the economics of international trade, environmental factors (e.g., cultural, legal, political) and the major aspects of business operations in the global environment (including accounting, human resource management, marketing, production and strategic management). **Prerequisite:** Admission to M.B.A. program. May be taken up to three times under different subtitles recorded with the registrar. **Three hours per week.**

686. GLOBAL BUSINESS 3 hours credit
Study of the global aspects of business within its environment. Topics selected from international finance, the economics of international trade, environmental factors (e.g., cultural, legal, political) and the major aspects of business operations within its global environment (including accounting, human resource management, marketing, production and strategic management). Part or all of the course will be held in another country. **Prerequisites:** Admission to M.B.A. program. **Three hours per week.**

698. DIRECTED INDEPENDENT STUDY 1-3 hours credit
Individual tutorial course including research topics not covered in other courses. May be taken twice under different subtitles recorded with the registrar. **Prerequisite:** Admission to M.B.A. program, written permission of instructor and M.B.A. program director.

699. SPECIAL TOPICS IN BUSINESS 1-3 hours credit
Study of specific problems and issues in business administration. May be taken twice under different subtitles recorded with the registrar. **Prerequisite:** Admission to M.B.A. program. **One to three hours per week.**

Chemistry (CHEM)

423. EXPERIMENTAL PHYSICAL CHEMISTRY I 2 hours credit
Laboratory and report-writing course emphasizing classical experiments in physical chemistry. **Prerequisite/corequisite:** CHEM 342. **Two hours lecture, two hours laboratory per week.**

424. EXPERIMENTAL PHYSICAL CHEMISTRY II 2 hours credit
Laboratory-based course emphasizing the theory and applications of modern instrumental methods. **Prerequisite/corequisite:** CHEM 423. **Two hours lecture, two hours laboratory per week.** (in spring of even-numbered years)

499. SPECIAL TOPICS IN CHEMISTRY AND PHYSICS 3 hours credit
Study of a specific area of chemistry. Topic varies semester to semester. May be taken twice for credit. **Three hour lecture per week/laboratory-lecture equivalent.**

599. SPECIAL TOPICS IN CHEMISTRY 3 hours credit
Study of a specific area of chemistry. Topics vary from semester to semester. May be taken twice for credit under different subtitles recorded with the registrar. Lab-lecture equivalent.

Communication Arts (CMAT)

400. ADVANCED COMMUNICATIONS THEORY 3 hours credit
Selected philosophies and theories of human communication encompassing structures, forms and contexts of communication, which include cultural contexts, assumptive bases and world views of theories and theorists. **Prerequisites:** CMAT 200 and junior standing. **Three hours per week.**

453. CREATIVE DRAMATICS 3 hours credit
Emphasis on the manner in which creative dramatics assists in the growth of the child. Considers creative dramatics as a motivating factor in the teaching and learning process. **Three hours per week.**

490. SPECIAL TOPICS IN COMMUNICATION 1-3 hours credit
Intensive study of a selected topic in speech, communication studies or theatre. May be taken under different course subtitles recorded with the registrar. **Prerequisite:** Consent of instructor.

500. ORAL READING AND THE TEACHING OF LITERATURE 3 hours credit
Designed to lead the student to an awareness of literature through the performing self to reinforce the concept that one's physiological and psychological processes are bound together in the act of understanding what stories and poems mean. **Three hours per week.**

510. SEMINAR IN INTERPERSONAL COMMUNICATION 3 hours credit
The investigation of speech-communication from the point of view of conflict, manipulation, barriers and breakdowns—factors which undermine human potential for optimum reciprocal social intercourse. **Three hours per week.**

645. ORGANIZATIONAL COMMUNICATION 3 hours credit
Designed to improve a manager's effectiveness in communicating on both an interpersonal and systems level. Topics include dissemination of information, writing style and format. Includes theories and models in communication. Emphasis on solving business communication problems. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

Computer Science (COSC)

422. ORGANIZATION OF PROGRAMMING LANGUAGES 3 hours credit
Organization of programming languages, with emphasis on their formal specifications and on the run-time behavior of programs. **Prerequisite:** COSC 350. **Three hours per week.**

450. OPERATING SYSTEMS 3 hours credit
Analysis of the operating system, the program which supervises the activity of the computer. Study of processes, interprocess communication, scheduling, I/O systems, deadlock, file systems, memory management, security/protection mechanisms and resource allocation. **Prerequisite:** COSC 350. **Three hours per week.**

490. SPECIAL TOPICS 3 hours credit
Seminar course with content that varies semester to semester (e.g., artificial intelligence, compiler construction or other topics suggested by faculty or students). May be taken twice under different titles recorded by the registrar. **Prerequisite:** (for most topics) COSC 350. **Three hours per week.**

501. COMPUTER SCIENCE FOR MATH AND SCIENCE TEACHERS 3 hours credit
Study of microcomputers, advanced programming concepts and other topics appropriate to secondary school teachers of mathematics and science. **Prerequisites:** Ability to design and write clear programs; COSC 120.

Economics (ECON)

520. GRADUATE SURVEY OF ECONOMICS 3 hours credit
Introduction to the macro- and micro-economic principles. Examines the constraints and choices imposed on the firm by

resource limitations, technology, the domestic and international competitive environments, the growth and stability of aggregate income and a wide range of public policies. The rationale for policies to modify or augment private production and spending decisions will be considered. M.B.A. leveling course. **Prerequisites:** Provisional status in M.B.A. program and MATH 150 and 151, COSC 110 and ISMN 111 (or equivalents). **Three hours per week.**

630. ECONOMIC ENVIRONMENT OF THE ORGANIZATION 3 hours credit
A study of the structure of the financial system and its evolution, money and banking financial institutions, financial capital, the role of the Federal Reserve, and the macroeconomic forces that shape the economy. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

631. MANAGERIAL ECONOMICS 3 hours credit
Builds upon basic economic principles by addressing specific concerns of managers, such as pricing, forecasting and production decisions. Presents theoretical and empirical analysis of factors affecting behavior of business costs and revenues. **Prerequisites:** Admission to M.B.A. program. **Three hours per week.**

Education (EDUC, ELED, SCED, EDAD)

419. TEACHING MUSIC IN THE ELEMENTARY SCHOOL 3 hours credit
Techniques for teaching music in the elementary school; study of the child voice; appropriate singing, listening, rhythmic, instrumental and creative activities; remedial work for poor singers; activities for musically talented children; comprehension overview of music materials and their application to the elementary school curriculum. **Prerequisites:** Admission to Professional Teacher Education Program, MUSC 200/equivalent. **Three hours per week.**

425. TEACHING READING COMPREHENSION: RESEARCH FINDINGS AND STRATEGIES FOR INSTRUCTION 3 hours credit
Elective in reading education. Investigates contemporary research relating to the development of reading comprehension, procedures for assessing reading comprehension competencies and teaching strategies to improve comprehension. Designed for elementary, middle school, reading and resource teachers. **Prerequisites:** Admission to Professional Teacher Education Program, either EDUC 316, 420 or 422. **Three hours per week.**

429. TEACHING MUSIC IN THE SECONDARY SCHOOL 3 hours credit
Methods and materials of music teaching in grades 7-12. Emphasis on vocal, instrumental and general music. **Prerequisites:** MUSC 200, admission to Professional Teacher Education Program.

432. LITERACY AND ESOL READING 3 hours credit
Introduces students interested in questions of language acquisition to the theories and practices relating to learning to read in a second language or second dialect. Topics include models for acquiring foreign language reading skills, teaching strategies for second language/dialect literacy, evaluating literacy skills, current research about acquisition of literacy skills, and political and social implications of second language/dialect literacy. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

443. LITERACY AND ESOL WRITING 3 hours credit
Introduces students interested in questions of language acquisition to the theories and practices of learning to write in a second language or second dialect. Topics include writing

theory, writing strategies, evaluating writing, and writers and rhetorical concerns. Students develop a literacy project, writing materials for specific ESOL students. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

454. COMPOSITION: CURRICULUM AND METHODS 3 hours credit
Study of the emergence of contemporary curriculum for teaching writing with emphasis on contributing models. Design of instructional materials which employ a range of methods within a "writing process" framework and promote the use of writing to teach academic content. Lecture, discussion, design and analysis of instructional materials, microteaching and instructional analysis. **Prerequisite:** At least one course in composition beyond ENGL 101. **Three hours per week.**

472. THEORY AND PRACTICE OF TEACHING ADULTS 3 hours credit
For upper-division students in any discipline seeking information about contemporary methods of effective adult instruction. Assumes no prior knowledge about educational methods, theories or practices. **Three hours per week.**

475. METHODS AND MATERIALS IN ENVIRONMENTAL EDUCATION 3 hours credit
Increases students' awareness of their immediate environment with the aim of developing a broad philosophy of environmental education. Existing teaching methods and materials analyzed and new methods developed for use in interdisciplinary, problem-focused situations. **Three hours per week.**

490. SPECIAL PROBLEMS AND PRACTICES IN EDUCATION 1-6 hours credit
Individually designed programs including seminars, workshops and courses in curriculum development, planning, evaluation, specialized areas of study for purposes of enrichment, in-depth study of special problems and/or professional practices in education. May be taken twice under different subtitles. **Prerequisite:** Admission to professional program or permission of department chair.

495. SPECIAL PROBLEMS AND PRACTICES IN ART EDUCATION K-12 3 hours credit
For individually designed classroom programs in education, including seminars, workshops, curriculum development, daily planning, evaluation and art study projects. Students furnish some materials. Recommended for senior undergraduate or graduate credit. May only be taken once for credit.

500. HISTORICAL, PHILOSOPHICAL AND SOCIAL FOUNDATIONS 3 hours credit
Selected topics in intellectual and educational history from the time of ancient Greece to the present. The relation of education to historic traditions and social trends. **Three hours per week.**

502. INTRODUCTION TO RESEARCH 3 hours credit
Introduction to quantitative and qualitative methods of scientific inquiry. Students gain experience in the use of research in defining a problem and in collecting, organizing and presenting information on it. **Three hours per week.**

503. CLASSROOM MANAGEMENT 3 hours credit
Aids teachers in developing practical skills needed to manage their classes more effectively. Recent research related to effective management techniques and its application in classrooms will be considered. Appropriate management strategies will be selected, implemented and evaluated in the classroom. **Three hours per week.**

504. MULTICULTURAL EDUCATION 3 hours credit
Examination of contemporary cultural diversity within the United States educational environments. Special attention given to cultural problems and issues that influence opportunities and performance in educational institutions. Human relations skills

considered for improving success within culturally diverse populations. **Prerequisite:** EDUC 502. **Three hours lecture per week.**

506. SEMINAR IN TEACHING OF MATHEMATICS 3 hours credit
Analysis of recent theory and results of research for the teaching of mathematics. Students investigate developments at either the elementary or secondary school level. **Three hours per week.**

507. TESOL INTERNSHIP I 3 hours credit
One full-time, seven week clinical experience provides opportunity to actualize the latest educational research and theory into practice, including, but not exclusive to: observation, mini-teaching, macro-teaching, whole group lessons and action research. Conducted under the direct supervision of a clinical supervisor. **Prerequisite:** Completion of all course work in the M.A./TESOL certification sequence prior to the internship, with an overall program GPA of 3.0; passing scores on Praxis I. **Corequisite:** EDUC 511. **Three hours per week.**

508. SEMINAR: RESEARCH IN HUMAN DEVELOPMENT 3 hours credit
Survey of research techniques and findings in the field of human growth and development. Research related to developmental characteristics of students considered. **Prerequisite:** EDUC 300 or consent of instructor. **Three hours per week.**

509. TESOL INTERNSHIP II 3 hours credit
One full-time, seven week clinical experience provides opportunity to actualize the latest educational research and theory into practice, including, but not exclusive to: observation, mini-teaching, macro-teaching, whole group lessons and action research. Conducted under the direct supervision of a clinical supervisor. **Prerequisite:** Completion of all course work in the M.A./TESOL certification sequence prior to the internship, with an overall program GPA of 3.0; passing scores on Praxis I. **Corequisite:** EDUC 511. **Three hours per week.**

510. SEMINAR: RECENT ISSUES IN EDUCATION 3 hours credit
Analysis of selected issues in education. Students required to survey and critically evaluate pertinent research on at least one issue. **Three hours per week.**

511. TESOL INTERNSHIP SEMINAR 3 hours credit
Forum for discussing problems encountered during the internship. Colloquium for developing strategies to resolve problems. **Prerequisite:** Completion of all course work in the M.A./TESOL sequence prior to the internship and passing scores on the Praxis I. **Corequisite:** EDUC 507, 509. **Three hours per week.**

512. SEMINAR IN THE TEACHING OF SOCIAL STUDIES 3 hours credit
Analysis of theory and research in the social sciences as applied to developing and teaching social studies at either the elementary or secondary school level. **Three hours per week.**

513. SEMINAR IN THE TEACHING OF SCIENCE 3 hours credit
Analysis of recent advances in the teaching of science and the development of skills in applying these to classroom teaching at the elementary or secondary school level. **Three hours per week.**

514. CURRICULUM CONSTRUCTION 3 hours credit
Study of the factors underlying the public school curriculum and its development. Opportunities are provided for individual research in curriculum construction at either the elementary or secondary school level. **Three hours per week.**

515. EASTERN SHORE WRITING PROJECT**SUMMER INSTITUTE****6 hours credit**

Explores current theories about the composing process and their implications for teaching writing and using writing to teach other content areas. Focuses on adapting and evaluating classroom activities for different grade levels and educational settings. Cross-listed with ENGL 515. **Prerequisite:** Consent of the instructor.

516. PUBLIC SCHOOL ADMINISTRATION**3 hours credit**

Analysis of the responsibilities of the school administrator, including procedures for staff organization, in-service training, curriculum development, scheduling, guidance and other facets of school administration. **Three hours per week.**

517. PUBLIC SCHOOL SUPERVISION**3 hours credit**

Study of the nature, methods and techniques of public school supervision, emphasizing human relationships and other factors involved in the role of the supervisor. **Prerequisite:** EDUC 516. **Three hours per week.**

519. THE LAW AND PUBLIC EDUCATION**3 hours credit**

Study of school law which affects the teacher and the public school. Nature and scope of school law considered as generally applied to the purpose and functions of the school system. **Three hours per week.**

520. THE DIAGNOSIS OF READING**DISABILITIES****3 hours credit**

Designed for professional personnel seeking specialization in clinical diagnostic techniques. Includes data collection and analysis of reading behavior and examines various instruments and strategies for collection of data on children with reading disabilities. **Three hours per week.**

521. THE REMEDIATION OF READING**DISABILITIES****3 hours credit**

Designed for professional personnel seeking specialization in clinical-remedial techniques. Includes transfer of diagnostic data into teaching strategies and materials for programs of remediation. **Prerequisite:** EDUC 520. **Three hours per week.**

522. CLINICAL PRACTICUM IN READING**3 hours credit**

Designed for professional personnel seeking advanced work in clinical, diagnostic and remedial techniques. Includes diagnosis and remediation of children with severe reading disabilities. Emphasizes collection and analysis of test data and development of instructional programs for the severely disabled. **Prerequisite:** EDUC 521. **Three hours per week.**

523. ADVANCED SEMINAR IN READING**EDUCATION****3 hours credit**

Survey of the literature in reading education dealing with trends, needs and future directions in such topics as early identification, diagnostic techniques, remediation, severe reading disabilities, linguistics, learning modalities and others. **Prerequisite:** EDUC 522. **Three hours per week.**

526. SEMINAR: MEDIA, TECHNOLOGY AND**INSTRUCTIONAL SYSTEMS****3 hours credit**

Seminar designed to acquaint students with the dynamics of media, technology and instructional systems via required outside readings and in-class discussions; and involve students in an in-depth investigation of a pertinent topic selected in consultation with the instructor. Paper required. **Prerequisite:** EDUC 407 or equivalent, EDUC 502 and consent of instructor. **Three hours per week.**

528. ESOL TESTS AND**MEASUREMENTS****3 hours credit**

Introduces students to present-day language theory and practice. The objectives are not only to increase students' skill in writing classroom language tests and assessing standardized instruments, but also to improve their ability to

evaluate language research in which testing plays a part.

Prerequisite: ENGL 430 or permission of instructor. **Three hours per week.**

530. DIRECTED RESEARCH**3 hours credit**

Preparation of optional research project in master's degree program under direction of departmental supervision.

532. CLASSROOM ASSESSMENT**3 hours credit**

Examination of the role of evaluation in assessing classroom learning. Evidence of student learning gathered from traditional and alternative assessment practices. Benefits and limitations of these assessment practices identified. **Three hours per week.**

533. FOUNDATIONS OF EARLY CHILDHOOD**EDUCATION****3 hours credit**

Explores the historical and philosophical foundations of early childhood education. Includes an introduction to curriculum and methods with an emphasis on theories, practices, strategies and materials. **Three hours per week.**

534. EARLY CHILDHOOD CURRICULUM**AND ASSESSMENT****3 hours credit**

Analysis of early childhood program models, curricula and assessment methods. Examines philosophical and theoretical orientations, related research and societal needs. **Prerequisite:** EDUC 502. **Three hours per week.**

536. CREATIVITY IN EARLY CHILDHOOD**EDUCATION****3 hours credit**

In-depth study of the creative process and the techniques that will promote creativity. **Three hours per week.**

537. SEMINAR IN EARLY CHILDHOOD**EDUCATION****3 hours credit**

Critical evaluation of developments occurring in early childhood education, as well as antecedents of modern practices. Review of pertinent research influencing shifts in ideas, practices and policies. **Three hours per week.**

538. LANGUAGE DEVELOPMENT IN**EARLY CHILDHOOD****3 hours credit**

Advanced study of the development of language, literacy and communication skills in children, birth through age eight. Examines current issues and research with emphasis on classroom application. **Prerequisite:** EDUC 502. **Three hours per week.**

545. LEARNING AND INSTRUCTION IN**THE SCHOOLS****3 hours credit**

Identification of classroom problems and issues related to and involving instruction; the development and application of strategies to aid in resolving issues and solving problems; and the coordination of student characteristics and environmental factors to improve the quality of learning experiences in the schools. **Three hours per week.**

547. ESOL METHODS**3 hours credit**

The study of philosophy, aims and methods of teaching English as a second language in grades 1-12 with emphasis upon theories, techniques and materials in current use. Graduate scholarship expected. **Prerequisite:** Admission to the M.A./TESOL program; completion of four program courses at graduate level, to include ENGL 439; must successfully pass Praxis I. **Three hours per week.**

550. LEADERSHIP AND CHANGE**3 hours credit**

Study of leadership dimensions necessary for establishing purposes and goals conducive to school effectiveness. Investigates collaborative and individual leadership roles and behaviors that will influence productivity and achievement and change and foster a positive educational climate. **Prerequisite:** EDUC 516. **Three hours per week.**

551. EVALUATION RESEARCH APPLICATIONS**IN SCHOOL ADMINISTRATION****3 hours credit**

Examination of the use of evaluation research as a basis for decisions about educational programs, products and goals. Students develop and carry out plans that use quantitative and qualitative methods to evaluate school-based problems. **Prerequisite:** EDUC 502. **Three hours per week.**

552. GROUP DYNAMICS IN SCHOOL**ADMINISTRATION****3 hours credit**

Study of the individual and group development within educational settings. Emphasis on research, theory and practice of leadership styles, decision-making processes, adult development and communication, and ethics in educational organizations. **Prerequisites:** EDUC 516, 517. **Three hours per week.**

553. FINANCIAL MANAGEMENT IN**SCHOOL ADMINISTRATION****3 hours credit**

Provides general knowledge of the basis of financial support for schools. **Prerequisite:** EDUC 516. **Three hours per week.**

554. PERSONNEL ADMINISTRATION IN**EDUCATION****3 hours credit**

Focus on the leadership role in managing and developing human resources in school settings. Explores the legal bases of personnel management as central to personnel selection, assignment, evaluation, improvement and possible termination. Also addresses bargaining practices and contract management. **Prerequisite:** EDUC 516. **Three hours per week.**

555. INTERNSHIP IN SCHOOL**ADMINISTRATION/SUPERVISION****3 hours credit**

Provides experience in administrative and/or supervisory activities in actual educational settings. Students must apply for internship approval four weeks prior to the beginning of the course. **Prerequisites:** All courses in the M.Ed. in administration/supervision program sequence. **Three hours per week.**

556. PRACTICUM IN SCHOOL ADMINISTRATION**AND SUPERVISION****3 hours credit**

Practice in administrative and supervisory problem-solving using simulations and case studies. Offered as an alternate to EDUC 555. **Prerequisite:** All courses in the M.Ed. in administration/supervision program sequence. **Three hours per week.**

557. SCHOOL-COMMUNITY RELATIONS**3 hours credit**

Focuses on the role and responsibility of school leaders in communication with the public and in building support for the school. Application of the principles of motivation and publicity, promotion and marketing are taken into account as the student practices the development of a variety of examples of communication instruments. Strategic planning concepts are applied to the development of a comprehensive plan for school-community relations in a setting of the student's own choosing. **Prerequisite:** EDUC 516. **Three hours per week.**

560. COLLEGE TEACHING**3 hours credit**

Research-based investigation of theories and practices involved in teaching in institutions of higher education. Intended for graduate students aspiring to college teaching or academic leadership positions. Examines the roles and responsibilities of college instructors with emphasis on practical applications in college and university settings. **Three hours per week.**

561. SEMINAR: ISSUES AND TRENDS**IN POSTSECONDARY EDUCATION****3 hours credit**

Opportunities for research-based examination of selected current issues in postsecondary education and for students to share the efforts of their investigations on topics of interests. **Three hours per week.**

565. INTERNSHIP IN POSTSECONDARY**EDUCATION****3 hours credit**

Supervised, on-site field experiences and a series of seminars with other interns. Experimental learning enhanced by guided readings, interaction with professional practitioners, participation in activities of the host agency, completion of a major project and seminar discussions. **Prerequisite:** Consent of M.Ed. coordinator.

570. SEMINAR: CURRENT ISSUES IN**EDUCATIONAL TECHNOLOGY****3 hours credit**

Opportunities for students to pursue and share research-based examinations of selected current issues in educational technology. Examines the use of educational technology as a tool in the classroom rather than how to teach students about technology. Focuses primarily on interactive and information sharing technologies. **Prerequisite:** EDUC 471 or permission of instructor.

571. TELECOMMUNICATIONS IN**EDUCATION****3 hours credit**

Examines the role of telecommunications in education in general and the Internet in particular. Provides a broad introduction to the role of telecommunications in the teaching and learning process as well as how the Internet is transforming the organization of schools. Examines the history of telecommunications and the Internet, the applications of telecommunications in contemporary learning environments and possible future directions. **Prerequisite:** EDUC 471 or permission of instructor.

572. PROCESSES AND ACQUISITION**OF READING****3 hours credit**

Examines the physiological, cognitive, social and instructional influences on the development of language. Explores the instructional implications for balanced literacy instruction in sensory-rich environments to promote literate growth. Intended for in-service elementary teachers. **Prerequisite:** Admission to graduate study. **Three hours per week.**

573. ASSESSMENT FOR READING**INSTRUCTION****3 hours credit**

Examines assessment instruments and processes employed at classroom, district, state and national levels. Promotes teacher decision-making by exploring the relationship between assessment and instruction. Develops ability to communicate assessment results to students, parents and school personnel. Intended for in-service elementary teachers. **Prerequisite:** Admission to graduate study. **Three hours per week.**

574. MATERIALS FOR TEACHING**READING****3 hours credit**

Exposes participants to a variety of texts that can be used in classrooms. Examines strategies for motivating students to read widely, for selecting and evaluating materials, and for organizing classroom instruction with text. Intended for in-service elementary teachers. **Prerequisite:** Admission to graduate study. **Three hours per week.**

575. INSTRUCTION OF READING**3 hours credit**

Focuses on developing elementary environments fostering appropriate literacy skills and knowledge. Shows teachers how to use a balanced program of graphophones, semantics and syntactics in teaching reading, appropriate early identification strategies to assist students with special literacy needs or low achievement. **Prerequisite:** Admission to graduate study. **Three hours per week.**

576. LITERATURE FOR CHILDREN AND**ADOLESCENTS****3 hours credit**

Studies the works of important authors and illustrators in literature written specifically for children and adolescents with emphasis on selecting and using the literature in a balanced instructional program. **Three hours per week.**

577. ORAL AND WRITTEN LANGUAGE 3 hours credit
Current theories of language and literacy development as related to instructional practices, grades K-12. Emphasizes the development of compositional and technical elements of writing as it relates to total language and literacy development. **Three hours per week.**

578. SEMINAR IN TEACHING SECONDARY ENGLISH 3 hours credit
Engages students in in-depth examination of current issues in literacy instruction for secondary students. General nature of issues remains constant but particular focus varies semester to semester, to reflect current thought. **Three hours per week.**

579. TRENDS IN ELEMENTARY LITERACY EDUCATION 3 hours credit
Grounds methods of teaching language and literacy in current knowledge and theory of language and literacy acquisition. Students take an active role in building personal theory to guide their practice in elementary literacy instruction. **Three hours per week.**

580. TRENDS IN MATHEMATICS AND SCIENCE EDUCATION IN THE ELEMENTARY SCHOOL 3 hours credit
Critical review and analysis of current issues, research and practices in the teaching and learning of science and mathematics in the elementary school. Emphasis on exploring the expanding knowledge base in each discipline. **Three hours per week.**

581. TRENDS IN SOCIAL STUDIES EDUCATION IN THE ELEMENTARY SCHOOL 3 hours credit
Examines the current perspectives, trends, issues and controversies in the field of social studies education, both in relation to content and pedagogy. Considers social studies in terms of its relationship to the social science disciplines. **Three hours per week.**

582. TEACHING READING IN THE CONTENT AREAS: PART I 3 hours credit
Provides knowledge of the reading process, instructional strategies and materials used, drawn from research-based recommendations for using text in secondary content areas. Intended for M.Ed. candidates and other in-service teachers. **Prerequisite:** Admission to graduate study. **Three hours per week.**

583. TEACHING READING IN THE CONTENT AREAS: PART II 3 hours credit
Provides in-depth study of literacy needs of diverse populations. Includes instructional and assessment methods in reading and writing. Intended for all secondary and K-12 teachers. **Prerequisite:** Admission to graduate study. **Three hours per week.**

584. GROUP DYNAMICS IN CLASSROOM SETTINGS 3 hours credit
Aids educators in working effectively with groups in school settings. Laboratory method used to provide experience-based learning about group processes. Recent research on group dynamics and its application in school settings considered. Emphasis on the acquisition of skills and strategies in developing effective classroom groups. These skills are particularly helpful in situations where students are being mainstreamed. **Three hours per week.**

586. CONFLICT RESOLUTION AND PEER MEDIATION 3 hours credit
Prepares educators to resolve conflicts with students, faculty and administration. Participants learn how to teach conflict resolution skills to students and how to institute peer mediation programs at the classroom and school levels. **Three hours per week.**

587. COOPERATIVE LEARNING 3 hours credit
Provides students with skills to effectively utilize cooperative learning in the classroom. Class and team building, teaching of social skills and the use of appropriate cooperative learning structures emphasized. **Three hours per week.**

588. SEMINAR: EDUCATING INDIVIDUALS WITH DISABILITIES 3 hours credit
Special education services and issues from the perspective of elementary and secondary teachers. Focus on the inclusion model for various categories of disability. **Prerequisite:** EDUC 502.

590. SEMINAR IN EDUCATION 3 hours credit
Topics vary semester to semester. May be taken twice under different course subtitles. **Prerequisite:** Consent of instructor.

591. DIRECTED INDEPENDENT STUDY 1-3 hours credit
Permits self-study of problems not considered in other courses. May be taken twice under different course subtitles. **Prerequisites:** Approval of course instructor and M.Ed. coordinator.

595. RESEARCH SEMINAR 3 hours credit
Capstone experience for students in the M.Ed. program. Students utilize research skills in completing a project based on a topic related to their concentration. Project must be presented to a professional audience. Students also reflect on how the M.Ed. program has made a difference in their professional lives. **Prerequisite:** EDUC 502, 24 hours of M.Ed. graduate credit.

Education (EMAT)

500. RESEARCH AND TECHNOLOGY I 3 hours credit
Introduces students to the three basic forms of research: historical, descriptive and experimental, with an emphasis on incorporating them into classroom teaching. ERIC and other databases used in library research. Provides a technological base for the development of videotapes, portfolios and a research methodology for subsequent courses. Qualitative and quantitative data treatments developed within the context of individual student projects and the evaluation of the research literature. **Prerequisite:** Admission to M.A.T. program or consent of department chair. **Three hours per week.**

501. DEVELOPMENT AND LEARNING APPLIED TO TEACHING 3 hours credit
Examines theory and research in human development and learning psychology with application to teaching in contemporary middle and secondary schools. Emphasis on translating theory into practice by integrating field experiences, class work, student projects, assignments and exams. **Prerequisite:** Admission to M.A.T. program or consent of department chair. **Three hours per week.**

502. SOCIAL AND PHILOSOPHICAL FOUNDATIONS OF CONTEMPORARY EDUCATION 3 hours credit
Analysis of social and philosophical tenets of education, with an emphasis on implications for contemporary middle and secondary schools. Examines current trends, issues, research and practice. Field experiences involving community, educational and social service agencies required. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

503. PRINCIPLES OF CURRICULUM CONSTRUCTION 3 hours credit
Historical and current influences on curriculum developments and classroom applications; examines underlying principles, philosophical and social influences on strategic planning processes and school improvements. Emphasis on technological impacts on curriculum and instruction. Curriculum

strands, research studies and products reviewed and assessed. **Prerequisite:** Admission to M.A.T. program or consent of department chair. **Three hours per week.**

504. TEACHING READING IN THE CONTENT AREAS I 3 hours credit
Knowledge of the reading process, instructional strategies and materials use, drawn from research-based recommendations for using text in secondary content areas. **Prerequisite:** Admission to M.A.T. program. Intended for all M.A.T. candidates. **Three hours per week.**

505. METHODS OF TEACHING AND ASSESSMENT 3 hours credit
Effective instructional methods and educational assessment procedures. Examines general principles related to planning and delivering instruction. Emphasizes connection between assessment and instruction. Presents informal and formal assessment procedures. Field experience required. **Prerequisite:** Admission to M.A.T. program or consent of department chair. **Three hours per week.**

506. INCLUSIVE TEACHING FOR DIVERSE POPULATIONS 3 hours credit
Survey of special education and multicultural education. Instructional implications of diversity in the classroom. Current trends and instructional strategies for inclusion will be discussed and research opportunities provided. Field experiences. **Prerequisite:** Admission to M.A.T. program or consent of department chair. **Three hours per week.**

507, 509. M.A.T. INTERNSHIP I & II 3 hours credit each
Two full-time, seven-week clinical experiences providing opportunities to actualize the latest educational research and theory into practice, including but not exclusive to observation, mini-teaching, macro-teaching, whole group lessons and action research. Conducted under the direct supervision of a clinical supervisor (experienced public school teacher) with guidance and support from the university supervisor. **Prerequisites:** Completion of all coursework in M.A.T. sequence; passing score on the PRAXIS and passing grade on the M.A.T. joint comprehensive examination. **Corequisite:** EMAT 511. **Three hours per week each.**

508. TEACHING READING IN THE CONTENT AREAS II 3 hours credit
In-depth study of literacy needs of diverse populations. Includes instructional and assessment methods in reading and writing. **Prerequisites:** Admission to the M.A.T. program, EMAT 504. Intended for all M.A.T. candidates. **Three hours per week.**

510. APPLIED RESEARCH AND TECHNOLOGY II 3 hours credit
Complete and present portfolios, action research projects and seminar papers. Integrates educational technology, especially as it applies to teaching in the schools. **Prerequisite:** Successful completion of internship and seminar courses. **Three hours per week.**

511. M.A.T. INTERNSHIP SEMINAR 3 hours credit
Forum for discussing problems encountered during the internship. Colloquium for developing strategies to resolve these problems. **Prerequisites:** Completion of all coursework in M.A.T. sequence prior to the internship; passing score on the PRAXIS and passing grade on the M.A.T. joint comprehensive examination. **Corequisites:** EMAT 507 and 509. **Three hours per week.**

521. TEACHING ENGLISH IN THE SECONDARY SCHOOL 3 hours credit
Prepares prospective teachers to teach English in middle and high schools. Students integrate their content knowledge with the basic teaching methodologies of preparing objectives, effective questioning, curriculum and resource evaluations,

teacher presentations, cooperative learning, demonstrations and experiments, student projects, classroom management, lesson and unit planning. Students placed with a high school or middle school English teacher for observations and bit teaching experiences. **Prerequisites:** Admission to M.A.T. program and successful completion of Research I, Curriculum, Social Foundations, and Development and Learning courses. **Three hours per week.**

522. SECONDARY SCHOOL SCIENCE METHODS 3 hours credit
Prepares prospective teachers to teach science in middle and high schools. Students integrate their content knowledge with the basic teaching methodologies of preparing objectives, effective questioning, curriculum and resource evaluations, teacher presentations, cooperative learning, demonstrations and experiments, student projects, classroom management, lesson and unit planning. Students placed with a high school or middle school science teacher for observations and bit teaching experiences. **Prerequisites:** Admission to M.A.T. program and successful completion of Research I, Curriculum, Social Foundations, and Development and Learning courses. **Three hours per week.**

523. SECONDARY SCHOOL SOCIAL STUDIES METHODS 3 hours credit
Prepares prospective teachers to teach social studies in middle and high schools. Students integrate their content knowledge with the basic teaching methodologies of preparing objectives, effective questioning, curriculum and resource evaluations, teacher presentations, cooperative learning, demonstrations and experiments, student projects, classroom management, lesson and unit planning. Students placed with a high school or middle school social studies teacher for observations and bit teaching experiences. **Prerequisites:** Admission to M.A.T. program and successful completion of Research I, Curriculum, Social Foundations, and Development and Learning courses. **Three hours per week.**

524. SECONDARY SCHOOL FOREIGN LANGUAGE METHODS 3 hours credit
Prepares prospective teachers to teach foreign language in middle and high schools. Students integrate their content knowledge with the basic teaching methodologies of preparing objectives, effective questioning, curriculum and resource evaluations, teacher presentations, cooperative learning, demonstrations and experiments, student projects, classroom management, lesson and unit planning. Students placed with a high school or middle school foreign language teacher for observations and bit teaching experiences. **Prerequisites:** Admission to M.A.T. program and successful completion of Research I, Curriculum, Social Foundations, and Development and Learning courses. **Three hours per week.**

525. SECONDARY SCHOOL MATHEMATICS METHODS 3 hours credit
Prepares prospective teachers to teach mathematics in middle and high schools. Students integrate their content knowledge with the basic teaching methodologies of preparing objectives, effective questioning, curriculum and resource evaluations, teacher presentations, cooperative learning, demonstrations and experiments, student projects, classroom management, lesson and unit planning. Students placed with a high school or middle school mathematics teacher for observations and bit teaching experiences. **Prerequisites:** Admission to M.A.T. program and successful completion of Research I, Curriculum, Social Foundations, and Development and Learning courses. **Three hours per week.**

English (ENGL)

401. STUDIES IN FILM 3 hours credit
Study of a director, period, genre, movement or theme in the area of film. May be repeated twice under different subtitles.

Cannot receive credit for both ENGL 325 and ENGL 401.
Prerequisite: ENGL 102. **Three hours per week.**

402. FILM HISTORY **3 hours credit**
The history of motion pictures with a focus on technical and artistic trends and the work of important artists and directors. Cannot receive credit for both ENGL 321 and ENGL 402. **Prerequisite:** ENGL 102. **Three hours per week.**

403. FILM GENRE **3 hours credit**
An introduction to the concept of film genre and to the study of specific film genres including comedies, musicals, westerns, gangster films, horror films and science fiction films. Cannot receive credit for both ENGL 324 and ENGL 403. **Prerequisite:** ENGL 102. **Three hours per week.**

405. MAJOR FILM DIRECTORS **3 hours credit**
Intensive study of individual American and foreign *auteur* directors, singly or in groups. Focus on those artists who write their own screenplays and direct their own films. May be repeated twice if different directors are studied. **Prerequisite:** ENGL 102. **Three hours per week.**

410. INDIVIDUAL AUTHORS **3 hours credit**
An intensive study of one to three writers of major stature (choice to be made by the instructor). Cannot receive credit for both ENGL 343 and ENGL 410. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

411. CHAUCER (Author)
Chaucer's major works with emphasis on *The Canterbury Tales*. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

412. MILTON (Author) **3 hours credit**
The sonnets, companion poems, essays and drama. Emphasis on *Paradise Lost*. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

413. SHAKESPEARE **3 hours credit**
A study of the major comedies and histories with an emphasis on the tragedies. Cannot receive credit for both ENGL 419 and ENGL 413. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

430. PRINCIPLES OF LINGUISTICS **3 hours credit**
Detailed study of the primary linguistic systems, including phonology, morphology, semantics, syntax and pragmatics. Introduces important sociolinguistic research concerns. As the course is designed for teachers in training, students apply those linguistic concepts to practical language learning problems. **Prerequisite:** ENGL 102. **Three hours per week.**

431. SURVEY OF MODERN ENGLISH GRAMMAR **3 hours credit**
Study of modern English grammar accomplished through a variety of language analysis approaches, including traditional, structural and transformational. **Prerequisite:** ENGL 110, 430 or permission of instructor. **Three hours per week.**

432. LITERACY AND ESOL READING **3 hours credit**
Introduces students interested in questions of language acquisition to the theories and practices relating to learning to read in a second language or second dialect. Topics included are models for acquiring foreign language reading skills, teaching strategies for second language/dialect literacy, evaluating literacy skills, current research about acquisition of literacy skills, and political and social implications of second language/dialect literacy. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

433. LANGUAGE AND CULTURE **3 hours credit**
Linguistics approach to the peculiar relationship between a language and the cultural total of which the language is a part.

Examines language variations within a community according to gender, age, geography, ethnicity, socioeconomic class and level of education. Considers the educational, political and economic implications. **Prerequisite:** ENGL 102. **Three hours per week.**

434. LITERACY AND ESOL WRITING **3 hours credit**
Introduces students interested in questions of language acquisition to the theories and practices of learning to write in a second language or second dialect. Topics include writing theory, writing strategies, evaluating writing, and writers and rhetorical concerns. Students develop a literacy project, writing materials for specific ESOL students. Cannot receive credit for both ENGL 443 and ENGL 434. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

438. BILINGUALISM **3 hours credit**
Study of what it means to be a bilingual child or adult. Explores the mind's role in bilingualism and in language acquisition. Surveys educational systems' response to language variance among students and explores the social, academic and language learning consequences of growing up bilingual in the U.S.A. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

439. SECOND LANGUAGE ACQUISITION **3 hours credit**
Introduction to second language acquisition (SLA) theory and the application of SLA theory to second/foreign language teaching practices. Explores what it means to know a language and, hence, how one learns a second language. **Prerequisite:** ENGL 110, 430 or permission of instructor. **Three hours per week.**

453. MODERN POETRY (Genre) **3 hours credit**
A study of British and American poetry from Yeats through World War II. Poets include Hopkins, Yeats, Eliot, Pound, Frost, Williams, Robinson, Crane, Stevens, Auden and Dylan Thomas. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

461. FEMINIST LITERATURE AND THEORY **3 hours credit**
A survey of the growth and transformation of feminist literature and theory from the birth of the woman's movement in the nineteenth century to contemporary cultural feminist writings. We will also investigate modern and contemporary images and representations of women in literature, film and popular culture from a critical perspective that celebrates cultural diversity and alternative viewpoints. **Prerequisites:** ENGL 102. **Three hours per week. Meets General Education IA.**

463. LITERARY ANALYSIS **3 hours credit**
Analytical approaches to literature designed to teach teachers and prospective teachers traditional, formal, psychological, mythological and exponential analyses of narrative fiction, drama and poetry applied to the various genres. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

465. RESEARCH IN COMPOSITION **3 hours credit**
Explores current theories and research on writing process and product. Topics include: definitions of writing; rhetorical contexts; heuristics for prewriting, writing and rewriting; questions of arrangement, style, grammar, mechanics and assessment. **Prerequisite:** C or better in ENGL 102. **Three hours per week.**

466. CURRENT PROBLEMS IN COMPOSITION RESEARCH **3 hours credit**
Applies theoretical concepts from ENGL 465 to current issues in composition and rhetoric research (such as basic writing, methods of responding to student writing and audience adaptation). Emphasizes modes of research for continuing investigation of these issues. **Prerequisite:** ENGL 465 or approval of the professor. **Three hours per week.**

467. HISTORY AND THEORY OF RHETORIC **3 hours credit**
Study of how changing views of rhetoric affect public attitudes toward writing and influence writing instruction in schools and universities. Emphasizes shifting views toward style, argument and the relationship between persuasion and knowledge. Cannot receive credit for both ENGL 470 and ENGL 467. **Prerequisite:** ENGL 102. **Three hours per week.**

471. MEDIEVAL LITERATURE **3 hours credit**
A survey of literature produced in the European and Mediterranean worlds between the seventh and the 15th centuries of the Common Era. Readings include excerpts and whole works. All texts presented in modern English. Primary texts historicized and contextualized through secondary readings in history, ethnography, the arts, criticism. **Prerequisites:** ENGL 102. **Three hours per week. Meets General Education IA.**

472. ELIZABETHAN AND JACOBEAN LITERATURE (Period) **3 hours credit**
A study of major British literature, exclusive of Shakespeare, from 1500-1660. Authors include Sidney, Spenser, Donne and Milton. Cannot receive credit for both ENGL 414 and ENGL 472. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

473. RESTORATION AND 18TH CENTURY LITERATURE (Period) **3 hours credit**
A study of British literature from 1660 through the 18th century. Writers studied include Behn, Rochester, Dryden, Defoe, Swift, Pope, Johnson, Boswell, Goldsmith, Burns and Blake. Cannot receive credit for both ENGL 420 and ENGL 473. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

474. ROMANTIC LITERATURE (Period) **3 hours credit**
Study of British poetry and aesthetics from the French Revolution through the first third of the 19th century. Primary readings from Blake, Wordsworth, Coleridge, Byron, Shelley, Keats. Cannot receive credits for both ENGL 421 and ENGL 474. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

475. VICTORIAN LITERATURE (Period) **3 hours credit**
A study of major British literature during the reign of Queen Victoria. Writers studied may include Tennyson, Browning, Arnold, Carlyle, Newman and Ruskin. Cannot receive credit for both ENGL 425 and ENGL 475. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

476. BRITISH NOVEL I: BEGINNINGS TO 1800 **3 hours credit**
A study of the British novel through the 18th century. Novelists studied include Defoe, Richardson, Fielding, Sterne, Smollett and Austen. Cannot receive credit for both ENGL 460 and ENGL 476. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

477. BRITISH NOVEL II: 1800-1945 **3 hours credit**
A study of the British novel of the 19th and 20th centuries, with works chosen from the writings of Austen, Dickens, Thackeray, Trollope, Hardy, Conrad, D.H. Lawrence and Virginia Woolf. Cannot receive credit for both ENGL 462 and ENGL 477. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

479. CONTEMPORARY TRENDS IN BRITISH LITERATURE **3 hours credit**
Contemporary trends in British literature from 1970 to the present. Writers may include Penelope Fitzgerald, Anita Brookner, A. S. Byatt, Seamus Heaney, Geoffrey Hill, Tom

Stoppard, William Trevor, Martin Amis, Graham Swift, Ian McEwan and Brian Friel. **Prerequisites:** ENGL 102. **Three hours per week. Meets General Education IA.**

480. COLONIAL AMERICAN LITERATURE (Period) **3 hours credit**
A study of American literature prior to 1820. Writers studied may include Bradford, Bradstreet, Taylor, Edwards, Franklin, Irving and Cooper. Cannot receive credit for both ENGL 426 and ENGL 480. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

481. THE AMERICAN RENAISSANCE (Period) **3 hours credit**
A study of the Transcendental Movement and literature between 1830 and 1870. Emphasis on the works of Emerson, Thoreau, Hawthorne, Melville, Whitman and Dickinson. Cannot receive credit for both ENGL 427 and ENGL 481. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

483. AMERICAN SOUTHERN RENAISSANCE 1930-1970 (Period) **3 hours credit**
A study of fiction produced in the South between 1930 and 1970. Writers may include Glasgow, Faulkner, O'Connor, Welty, Porter, Warren, Percy, Capote, Taylor, Grau, Styron and Young. Cannot receive credit for both ENGL 428 and ENGL 483. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

484. AMERICAN NOVEL I: BEGINNINGS TO 1900 **3 hours credit**
A study of major American novels through 1900. Writers studied may include Crane, Hawthorne, Melville and Twain. Cannot receive credit for both ENGL 457 and ENGL 484. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

485. AMERICAN NOVEL II: 1900-1945 **3 hours credit**
A study of major American novels between 1900 and World War II. Writers studied may include Cather, Faulkner, Fitzgerald, Hemingway, Hurston, James, Lewis and Wharton. Cannot receive credit for both ENGL 458 and ENGL 485. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

486. AMERICAN NOVEL III: 1945 TO PRESENT **3 hours credit**
A study of major American novels since World War II. Writers may include Pynchon, Roth, Morrison, McCarthy, Mukherjee, DeLillo, Kerouac, Nabokov. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

488. CONTEMPORARY TRENDS IN AMERICAN LITERATURE **3 hours credit**
Contemporary trends in U.S. literature from 1970 to the present. Writers may include McCarthy, DeLillo, Shepard, Tyler, Vonnegut, C. Johnson, Albee, Kincaid, Morrison, Walker, Silko. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

490. TOPICS IN ENGLISH **1-3 hours credit**
Intensive study of a literary genre, figure or period; or intensive study in language, writing or film. May be repeated for credit in different areas of study. **Prerequisite:** ENGL 102 or consent of instructor. **Meets General Education IA.**

491. TOPICS IN LINGUISTICS AND LANGUAGE LEARNING **3 hours credit**
An examination of selected topics of linguistics as they relate directly to first and second language learning. The course may focus in different semesters on such topics as phonology and language learning, syntactic theory and language learning, or

discourse and language learning. This course may be repeated once under different course subtitles recorded with the registrar. **Prerequisite:** ENGL 430. **Three hours lecture per week.**

492. PRACTICUM IN ENGLISH 1-3 hours credit
Under the close supervision of a master teacher, an advanced student in an English option interns as a teaching assistant in a lower-division course in that option. Cannot receive credit for both ENGL 442 and ENGL 492. **Prerequisites:** Nine hours of coursework in that option and approval of department chair. **Variable hours per week.**

500. SEMINAR IN AMERICAN LITERATURE THROUGH THE 19TH CENTURY 3 hours credit
A study of selected topics in American literature through the 19th century. Emphasizes one or more authors, genres or literary themes. May be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

501. SEMINAR IN AMERICAN LITERATURE OF THE 20TH CENTURY 3 hours credit
A study of selected topics in American literature of the 20th century (up to 1945). Emphasizes one or more authors, genres or literary themes. May be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

502. SEMINAR IN ENGLISH LITERATURE I 3 hours credit
A study of selected topics in English literature from the beginnings to 1660. Emphasizes one or more authors, genres or literary themes. May be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

503. SEMINAR IN ENGLISH LITERATURE II 3 hours credit
A study of selected topics in English literature of the Restoration and 18th century. Emphasizes one or more major authors, genres or literary themes. May be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

504. SEMINAR IN ENGLISH LITERATURE III 3 hours credit
A study in selected topics of English literature of the 19th century. Emphasizes one or more major authors, genres or literary themes. May be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

505. SEMINAR IN ENGLISH LITERATURE IV 3 hours credit
A study of selected topics in English literature of the 20th century. Emphasizes one or more major authors, genres or literary themes. May be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

509. SEMINAR IN LANGUAGE STUDY 3 hours credit
A study in selected topics in language and linguistics. The course focuses in different semesters on such topics as the new English, descriptive or historical linguistics, morphology-syntax, or phonetics and phonemics, teaching standard English to speakers of other languages or to speakers of other dialects. May be repeated under different course subtitles recorded with the registrar. **Prerequisite:** ENGL 110 or 431 or consent of instructor. **Three hours per week.**

510. SEMINAR IN LITERATURE: SPECIAL TOPICS 3 hours credit
Examines topics in English and American literature which cross traditional, chronological, national or ontological boundaries. May be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

514. WRITING PROGRAM ISSUES 3 hours credit
Explores successful writing programs, particularly at the college level, and their connections to research/theory in composition.

Requires students to evaluate and propose guidelines for composition study and instruction. **Three hours per week.**

515. EASTERN SHORE WRITING PROJECT SUMMER INSTITUTE 6 hours credit
Explores current theories about the composing process and their implications for teaching writing and using writing to teach other content areas. Focuses on adapting and evaluating classroom activities for different grade levels and educational settings. Cross-listed with EDUC 515. **Prerequisite:** Consent of the instructor.

528. ESOL TESTS AND MEASUREMENTS 3 hours credit
Introduces students to present-day language theory and practice. Objectives are not only to increase students' skills in writing classroom language tests and assessing standardized instruments, but also to improve their ability to evaluate language research in which testing plays a part. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

530. DIRECTED RESEARCH 3 hours credit
Preparation of optional research project in master's degree program under department supervision.

531. THESIS 3 hours credit

533. ESOL PROGRAM DEVELOPMENT 3 hours credit
Introduces students to the theory, practice and special needs in developing and implementing an ESOL curriculum in a public, private or business enterprise for language learners K-adult. Allows students to explore the complexities involved in planning and developing a language curriculum; sensitize themselves to the cultural conflicts and biases, both socio-linguistic and linguistic, which are faced by limited English-proficient students; and to prepare for the actual writing and implementing of an ESOL curriculum where needed. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

French (FREN)

401. ADVANCED COMPOSITION AND MORPHOLOGY 3 hours credit
Synthesis on an intense, advanced level of all of the principles of morphology, syntax, sentence development and sentence structure through translation and detailed composition. **Prerequisite:** FREN 310 or consent of department chair. **Three hours per week.**

402. ADVANCED CONVERSATION 3 hours credit
Provides greater flexibility in the spoken language by intense oral practice to correct the defects of pronunciation and diction through phonetics. **Prerequisite:** FREN 312 or consent of department chair. **Three hours per week.**

405. SPECIAL PROBLEMS IN FRENCH 1-6 hours credit
Individual study of special areas in French linguistics or in French literature with the advice and direction from a member of the department. May be repeated with new content. **Prerequisite:** Consent of department chair.

480. SENIOR SEMINAR 1-3 hours credit
For senior French majors. Research encompassing several areas of French life and culture, language and literature is brought to bear upon a single theme or issue. **Prerequisite:** Senior standing.

Geography and Geosciences (GEOG)

401. SOIL, WATER AND ENVIRONMENT 3 hours credit
Study of the role of soil and water in the physical environment and practices used in analyzing and managing these resources.

Prerequisite: GEOL 103 or 105 or consent of instructor. **Two one-hour lectures; one two-hour laboratory or one field trip per week.**

404. RURAL SETTLEMENT AND LAND USE 3 hours credit
Analysis of the economic, demographic and spatial patterns of the rural United States. Special attention given to the problems and potentialities of non-metropolitan areas and to land use planning. **Prerequisite:** GEOG 203 or consent of instructor. **Three hours per week.**

406. REGIONAL PLANNING 3 hours credit
Analysis of the spatial incidence of economic growth. Emphasis on the spatial dimension as an important consideration in the theory and practice of economic development planning. **Prerequisite:** GEOG 203 or consent of instructor. **Three hours per week.**

408. URBAN PLANNING 3 hours credit
Examination of theories and policies related to urban development and land use planning, along with techniques for evaluation. Assessment of the urban planning process with case studies. **Prerequisite:** GEOG 308 or consent of instructor. **Three hours per week.**

410. METEOROLOGY 3 hours credit
Analysis of physical processes and dynamics of the atmosphere. Topics include upper atmospheric flow, forecasting and severe weather. **Prerequisite:** GEOG 201 or consent of instructor. **Three hours per week.**

411. GEOMORPHOLOGY 3 hours credit
The scientific study of landscapes and the forces that shape them. **Prerequisite:** GEOL 103 or consent of instructor. **Four hours per week; three one-day, one three-day field trips.**

413. APPLIED CLIMATOLOGY 3 hours credit
Analysis of the impact of climate on the physical environment and human behavior. Topics include climatic change, contemporary climatic problems and the influence of climate on agriculture, and energy use. **Prerequisite:** GEOG 201 or consent of instructor. **Three hours per week.**

415. SELECTED PROBLEMS 3 hours credit
Independent study permitting research or in-depth work on a selected topic to be indicated on student's transcript. May be taken twice for credit under different subtitles. Intended for senior with 18 or more hours in geography. **Prerequisite:** Consent of department review committee.

422. READINGS IN GEOGRAPHY 3 hours credit
Permits in-depth study of a selected topic to be indicated on student's transcript. **Prerequisite:** Consent of department review committee.

450. TOPICS IN GEOGRAPHY 3 hours credit
Analysis of a selected systematic/regional topic to be entered on the student's transcript. May be taken three times for credit under different subtitles. **Prerequisite:** Consent of instructor. **Three hours per week.**

460. INTERNSHIP 1-3 hours credit
Provides students with opportunities to apply geographic/planning theory, techniques and knowledge as practicing professionals. Intended for seniors with 18 or more hours in geography. **Prerequisite:** Approval of the department. **Three hours per week for each credit hour.**

475. FIELD PROBLEMS IN GEOGRAPHY 3-6 hours credit
Geographic research field experience. Development of a research proposal, collection and analysis of data, and the

integration of such in a formal research paper. **Prerequisite:** Consent of instructor.

504. SEMINAR: PHYSICAL GEOGRAPHY 3 hours credit
Seminar deals with current problems in the areas of meteorology, climatology, soils, geomorphology and vegetation. Topics selected with consent of instructor. May be taken twice for credit under different subtitles. **Prerequisite:** 400-level physical geography course or consent of instructor. **Three hours per week.**

506. SEMINAR IN REGIONAL GEOGRAPHY 3 hours credit
Analysis of selected topics on the physical and/or human geography of specified geographic regions. The region under consideration varies from semester to semester. Topics chosen with consent of instructor. May be taken twice for credit under different subtitles. **Prerequisite:** 400-level physical geography course or consent of instructor. **Three hours per week.**

530. DIRECTED RESEARCH 3 hours credit
Preparation of optional research project in master's degree program under departmental direction.

Health (HLTH)

401. COMMUNITY HEALTH 3 hours credit
Study of the factors involved in improving public health, including a survey of community health problems and resources and the role of the teacher in community health. **Three hours per week.**

410. STRESS AND STRESS MANAGEMENT 3 hours credit
Provides an understanding of the nature of the stress response and the practical application of stress management techniques. Major topics include the psychophysiology of stress, the role of stress in disease, social engineering, cognitive reappraisal and relaxation training. Useful for personal growth and professional application. **Prerequisites:** BIOL 215, 216. **Three hours per week.** (fall semester only)

History (HIST)

400. HISTORY OF MARYLAND 3 hours credit
Study of Maryland history and government from the Colonial period to present. Places special stress on the leaders, institutions and contributions made in Maryland and by Maryland to the nation. **Three hours per week.**

401. HISTORY OF U.S. FOREIGN RELATIONS 3 hours credit
Historical study of U.S. foreign relations from independence to the present, focusing on the global impact of the nation as an economic, cultural, political and military superpower. **Prerequisites:** HIST 201, 202. **Three hours per week.**

405. THE UNITED STATES IN THE 20TH CENTURY I 3 hours credit
Populism to 1932. Study of the political, economic, intellectual and social problems attending America's rise to world power late in the 19th century, involvement in World War I, the changes attending that conflict and the problems of the 1920s. **Prerequisites:** HIST 201, 202. **Three hours per week.**

406. THE UNITED STATES IN THE 20TH CENTURY II 3 hours credit
F.D. Roosevelt to the present. Study of the efforts of the United States to resolve the complex problems of the 1930s intensified by the Great Depression, its involvement in World War II and struggles to maintain peace in the post-war world. **Prerequisites:** HIST 201, 202. **Three hours per week.**

407. THE WESTWARD MOVEMENT 3 hours credit
Study of the westward movement from the Atlantic to the Trans-Allegheny and Trans-Mississippi West, with emphasis upon the influence of the frontiers in shaping American civilization. **Three hours per week.**

408. HISTORY OF THE SOUTH 3 hours credit
History of the South from the Colonial period to the present, covering developments in politics, economics, culture and society. **Three hours per week.**

412, 413. SOCIAL AND CULTURAL HISTORY OF THE UNITED STATES I and II 3 hours credit each
Studies of American thought as reflected by the people and leaders. Development of American heritage from the Colonial period to the present, emphasizing the intellectual, social, religious and economic movements. The first course covers from the Colonial period to Reconstruction and the second course from about 1876 to present. **Three hours per week.**

415. HISTORY AND FILM 3 hours credit
Examines the impact of film on the study and understanding of history. Includes a study of how film has been used to portray 20th century events, how it has captured major events on film and how its power can be used to manipulate public opinion. Documentaries, narrative films and scholarly works will be used as resources. **Prerequisites:** HIST 101, 102. **Three hours per week.**

417. HISTORY OF SCIENCE AND TECHNOLOGY 3 hours credit
Survey of evolution of scientific achievements and technology in the Western world, with particular emphasis on the cultural, economic and social implications of these developments. **Prerequisites:** HIST 101, 102. **Three hours per week.**

421. EUROPE IN THE 20TH CENTURY WORLD 3 hours credit
Study of the economic, social, intellectual and political development of Europe, viewed in the context of world wars, depression and conflicting political ideologies, showing the decline of European dominance and the rise of America and Asia. **Prerequisites:** HIST 101, 102. **Three hours per week.**

423. IMPERIAL RUSSIA 3 hours credit
Study of the Russia empire from Peter the Great to the 1917 revolution focusing on the political, economic and social developments, Russia's expansion and the conditions that led to revolution. **Prerequisites:** HIST 101, 102. **Three hours per week.**

424. MODERN RUSSIA 3 hours credit
Survey of 20th-century Russia and the Soviet Union, emphasizing the growth to global power, continuity and change, and the inherent problems that led to Soviet collapse and the rise of a new Russia. **Prerequisites:** HIST 101, 102. **Three hours per week.**

430. READINGS IN HISTORY 3 hours credit
Readings course for students who have achieved above average in at least 18 hours of history courses. May be taken twice under different course titles recorded with the registrar. **Prerequisite:** Permission of department chair. **Three hours per week.**

440. MINORITY GROUPS IN UNITED STATES HISTORY 3 hours credit
Attention to the role and contribution of minority groups in general, with special emphasis on some of the larger and older minority groups. **Three hours per week.**

445. AFRICAN-AMERICAN HISTORY 3 hours credit
Study of the life and role of the African-American from the Colonial period to the present. **Three hours per week.**

451. WORLD WAR I 3 hours credit
Study of the events that occurred during World War I, from the assassination of Franz Ferdinand at Sarajevo to the peace of 1919. Emphasis on political developments, social and intellectual implications of the war, and its significance in shaping the 20th century. **Prerequisite:** HIST 102. **Three hours per week.**

452. THE SECOND WORLD WAR: A GLOBAL HISTORY 3 hours credit
The Second World War has shaped the contemporary world as no other 20th century event has. Through discussion and study of texts and film, this course examines the global political, military and economic aspects of the conflict as well as its social and cultural impact. **Prerequisites:** HIST 101, 102. **Three hours per week.**

453. THE COLD WAR: A GLOBAL HISTORY 3 hours credit
After 1945, the fiery rivalry between the U.S. and Soviet Union threatened the world with nuclear destruction and dominated global politics for almost 50 years. This course examines the political and cultural impact of the Cold War on the U.S., Europe and the developing world. **Prerequisites:** HIST 101, 102. **Three hours per week.**

460. HISTORY OF CHINA SINCE 1800 3 hours credit
The revolutionary transformation of China from the 19th century to the present, with emphasis on the impact of imperialism, the profound effects of Western technology and foreign policy wrought by the history of its relations with the West. **Prerequisites:** HIST 101, 102. **Three hours per week.**

470. HISTORY OF THE EARLY ROMAN EMPIRE 3 hours credit
Study of particular institutions and movements in Roman history. Emphasis on family history and social and religious trends during the early imperial period of Roman history. **Prerequisites:** HIST 101, 102. **Three hours per week.**

472. STUDIES IN CLASSICAL ARCHAEOLOGY 3 hours credit
Assorted topics and archaeological sites of the ancient Mediterranean world (Crete, Greece and Italy). May be taken twice under different subtitles. **Prerequisites:** HIST 101, 102. **Three hours per week.**

474. HISTORY OF ANCIENT EGYPT 3 hours credit
Intensive study of three eras of Egyptian history: the Pyramid Age, the chaotic Middle Kingdom and New Kingdom Absolutism. Emphasis on cultural, religious and artistic contributions. **Prerequisite:** HIST 101. **Three hours per week.**

478. ANCIENT MILITARY HISTORY 3 hours credit
Explores the history of the great battles and campaigns of antiquity. Emphasis is placed on developments in strategy and tactics, the lives of the men in the ranks, the careers of leaders, and the decisive nature of these conflicts on the course of history. Special attention is given to the interaction between military realities and the functioning of society as a whole. **Prerequisite:** HIST 101. **Three hours per week.**

480. MUSEUM STUDIES 3 hours credit
Work experience course that invites students to learn techniques of museology. Students work in cooperation with various local or regional museums under the supervision and direction of a museum curator. May be taken twice with the consent of the instructor. **Prerequisite:** Written approval of department chair to register. **Three hours per week.**

490. STUDIES IN HISTORY 3 hours credit
Intensive historical study of particular periods and groups, economic, intellectual, cultural, social movements and/or institutions. May be taken twice under different course titles recorded with the registrar. **Prerequisite:** Consent of department chair. **Three hours per week.**

501. METHODS OF HISTORICAL RESEARCH 3 hours credit
This course aims to familiarize students with the vast original documentation relating to the lower Delmarva peninsula. Students will examine first hand each type of original record available at the Research Center to understand what sort of social, political, educational, economic, religious, or cultural material(s) might ordinarily be included in that record type. Students will also familiarize themselves with the 17th and 18th century language and handwriting, which is often like learning to read a foreign language because of the peculiarities of words and penmanship, but which is, at the same time, crucial to an understanding of the documents of those times. Finally, once students have mastered the mechanics of the original records, they will begin the process of research, leading to interpretation of the records. Research will be undertaken with the idea of creating a more complete picture of what life was like during the century after the initial settlement of the Lower Eastern Shore area. **Three hours per week.**

502. SEMINAR: COLONIAL AND REVOLUTIONARY AMERICA 3 hours credit
A study of Colonial institutions and the American Revolutionary movement. Emphasis is placed upon the study of specific topics through individual research projects. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

503. SEMINAR IN 19TH CENTURY AMERICA 3 hours credit
An opportunity to explore in-depth 19th century American society, via themes selected by the instructor. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

504. SEMINAR IN EUROPEAN HISTORY 3 hours credit
Designed to enable the student to explore, through intensive research, basic problems in European history. The period or topics to be studied will be selected by the instructor. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

505. SEMINAR: MARYLAND HISTORY 3 hours credit
Designed to acquaint students, through readings and research, with some of the major problems and developments in the history of Maryland. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

506. SEMINAR IN 20TH CENTURY AMERICA 3 hours credit
Enables intensive exploration of specific periods and/or problems in this century through individual research. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

507. SEMINAR IN CHESAPEAKE AND MIDDLE ATLANTIC HISTORY 3 hours credit
Reading seminar offered as an integral part of a series of seminars relating a variety of facets of Chesapeake history. This seminar places the Delmarva area within the broader context of the Middle Atlantic community (i.e., the provinces of Maryland, Virginia, Delaware, New Jersey, Pennsylvania and New York). Comparative studies will demonstrate how the Chesapeake area developed in similar or contrasting ways to her sister areas in regard to economic, social, cultural, religious, and political institutions. The goal of the seminar is to obtain a clearer understanding of the Chesapeake area (and Delmarva). **Three hours per week.**

508. SEMINAR IN AMERICAN DIPLOMACY 3 hours credit
Permits investigation, through reading and research, of selected problems in the history of American diplomacy. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

509. STUDIES IN EARLY DELMARVA 3 hours credit
This research seminar examines life in Delmarva during a specific period of time as a way of familiarizing students with a microcosm of early colonial history. Using primary records of the Lower Eastern Shore, students will undertake research to create a more complete picture of what life was like after the early settlement of Delmarva. Students will look at the settlers, the settlement patterns, and will attempt to ascertain the sorts of social and familial networking which emerged in this coastal environment. Through an in-depth analysis, students will reconstruct the social and economic world which existed in the 17th and early 18th centuries on the Eastern Shore. **Three hours per week.**

510. SEMINAR IN LATIN AMERICAN HISTORY 3 hours credit
An intensive study of major institutions and specific periods in Latin America through reading and research. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

512. READING SEMINAR 3 hours credit
An extensive-intensive directed readings course on a topic selected by the instructor. It is intended to be an in-depth survey of a specific topic, as well as preparation for the written and oral examinations for the M.A. **Three hours per week.**

530. DIRECTED RESEARCH 3 hours credit
Preparation of optional research project in master's degree program under departmental supervision. **Three hours per week.**

531. THESIS 3 hours credit

Information Systems Management (ISMN)

655. INFORMATION SYSTEMS FOR MANAGEMENT DECISIONS 3 hours credit
Computerized management tools for decision-making are emphasized. Design and use of data processing systems, transaction processing systems and decision support systems discussed. Microcomputer applications include database management spreadsheets, statistical and word processing packages. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

Mathematics (MATH)

402. THEORY OF NUMBERS 3 hours credit
Basic concepts: integers, prime numbers, divisibility, congruences and residues. **Prerequisite:** MATH 201 and/or MATH 305 (both recommended). **Three hours per week.**

406. GEOMETRIC STRUCTURES 3 hours credit
Axiomatic development of incidence, ordered incidence, affine and absolute geometries; investigation of Euclidean and non-Euclidean geometries. **Prerequisite:** MATH 210. **Three hours per week.**

413. MATHEMATICAL STATISTICS I 3 hours credit
Axioms and algebra of probability, discrete and continuous random variables, multivariate distributions, limit theorems. **Prerequisite:** MATH 213, 310. **Three hours per week.**

414. MATHEMATICAL STATISTICS II 3 hours credit
Methods of estimating, properties of estimator, hypothesis testing, linear models, least squares, analysis of variance, enumerative data, non-parametric statistics. **Prerequisite:** MATH 413. **Three hours per week.**

441. ABSTRACT ALGEBRA I **3 hours credit**
Introduction to the theory of groups, rings, integral domains and fields, including basic properties of polynomials. **Prerequisite:** MATH 210 and/or MATH 306 (both recommended). **Three hours per week.**

451. ANALYSIS I **3 hours credit**
Modern abstract analysis including topology of the real number system, sequences, continuity and differentiability. **Prerequisite:** MATH 210, 202. **Three hours per week.**

465. MATHEMATICAL MODELS AND APPLICATIONS **3 hours credit**
Mathematical basis for model building; examples of simple models for uncomplicated systems in biology, psychology, business and other fields; finite Markov process; models for growth process. **Prerequisite/Corequisite:** MATH 306. **Three hours per week.**

471. NUMERICAL METHODS **3 hours credit**
Interpolation, functional approximation, numerical differentiation and integration, non-linear equations, systems of linear equations, analysis of error. **Prerequisite:** MATH 311, programming experience.

480. HISTORY OF MATHEMATICS **3 hours credit**
Study of the chronological development of mathematics with emphasis on both the mathematical concepts and the principal contributors to the development of those concepts. **Prerequisite:** MATH 202 and/or MATH 210 (both recommended). **Three hours per week.**

490. SPECIAL TOPICS **3 hours credit**
Enables study in specialized areas such as complex variables, logic, non-Euclidean geometry or other topics suggested by faculty or students. May be taken twice under different titles recorded by the registrar. **Prerequisite:** (For most topics) MATH 306, 310. **Three hours per week.**

500. FOUNDATIONS OF NUMBER THEORY **3 hours credit**
Designed for teachers of arithmetic, with emphasis on the development of the real number system in elementary number theory. **Prerequisite:** One course in college mathematics or consent of instructor. **Three hours per week.**

502. APPLIED STATISTICS **3 hours credit**
The use of linear models in the analysis of data, starting with simple models and going to more complex models. Special attention given to the use and abuse of these models by researchers. **Prerequisite:** A course in statistics (MATH 151). **Three hours per week.**

506. SELECTED TOPICS **3 hours credit**
Designed for students with a major in mathematics to develop topics in mathematics not included in their undergraduate program, or to extend areas previously studied. Specific topic may be indicated on transcript. May be taken twice under different course subtitles recorded with the registrar. **Prerequisite:** Approval of the department.

507. SEMINAR: ALGEBRA **3 hours credit**
A seminar dealing with selected topics from line art and abstract algebra. A seminar paper is required. **Prerequisite:** Approval of the department.

530. DIRECTED RESEARCH **3 hours credit**
Preparation of optional research project in Master of Education program under departmental supervision.

590. SPECIAL PROBLEMS IN MATHEMATICS **3 hours credit**
Individually designed programs including summer workshops and special seminars. Specific topic indicated on transcript.

May be taken twice under different course subtitles recorded with the registrar. **Prerequisite:** Consent of instructor.

Music (MUSA, MUSC)

400. RENAISSANCE AND BAROQUE MUSICAL STYLES **3 hours credit**
Philosophy, musical forms and styles of the period 1500-1750; study of representative vocal and instrumental music by outstanding composers of the period. **Prerequisite:** MUSC 104 or equivalent. **Three hours per week.**

401. MUSICAL STYLES OF THE 18TH AND 19TH CENTURIES **3 hours credit**
Philosophy, musical forms and styles of the period 1750-1900; study of representative vocal and instrumental music by outstanding composers of the period. **Prerequisite:** MUSC 104 or equivalent. **Three hours per week.**

403. THE HISTORY OF THE PIANOFORTE AND ITS LITERATURE **3 hours credit**
Comprehensive study of the piano and its predecessors. Traces the history of keyboard instruments, emphasizing the ways in which the development of the instruments interacted with the development of keyboard literature and performance practices. Includes familiarization with the principal keyboard composers, performers and instrument makers from earliest times to the present. **Prerequisites:** MUSC 200, 110, 104 or approval of instructor. **Three hours per week.**

406. THEORY OF ELECTRONIC MUSIC **3 hours credit**
Theoretical approach to the practical application of music synthesis through reading, listening, analysis and studio experience. **Prerequisite:** MUSC 112 or permission of instructor. **Three hours per week.**

408. MODERN MUSIC **3 hours credit**
Emergence of new developments from late romantic music through serial and electronic music, including influences of jazz and consideration of social forces and current world events. **Prerequisite:** MUSC 104 or equivalent. **Three hours per week.**

409. INTRODUCTION TO ETHNOMUSICOLOGY **3 hours credit**
Study of music of world cultures not associated with the traditional study of Western art music with emphasis on the musics of Eastern Europe; the Near, Middle and Far East; Africa; the Pacific Islands; and native America. **Prerequisites:** MUSC 104 or 110 and 200 or approval of instructor. **Three hours per week.**

410. CHURCH MUSIC **3 hours credit**
Designed for the practicing or potential church musician. A practical course dealing with all aspects of the church music program. **Prerequisite:** Approval of instructor. **Three hours per week.**

411. APPLIED MUSIC I **1-2 hours credit**
An advanced course in performance techniques using a wide variety of literature. A solo recital (alone or sharing a program with other students) encompassing music of many styles and periods is a required culmination. Students will elect one performing medium (piano or voice or organ or other instrument) and must have completed the fourth course in the sequence for the instrument as a prerequisite. Each course may be repeated for credit once.

412. APPLIED MUSIC II **1-2 hours credit**
Advanced course in performing techniques using a wide variety of literature. A solo recital (alone or sharing a program with other students) encompassing music of many styles and periods as a required culmination. Students elect one performing medium (piano, voice, organ or other instrument)

and must have completed the fourth course in the sequence for the instrument as a prerequisite. Each course may be repeated once for credit.

416. AMERICAN MUSIC **3 hours credit**
Analysis of musical forces and styles as they reflect the nation's development and America's unique contributions to the growth of music as an art form. **Prerequisite:** MUSC 104 or equivalent. **Three hours per week.**

426. ARRANGING FOR VOICES AND INSTRUMENTS **3 hours credit**
Fundamental techniques of scoring for various cappella and accompanied voice combinations, special characteristics of each choir of instruments, range of voices, selection on suitable literature for treatment in different ensembles, with considerations of style. **Prerequisite or corequisite:** MUSC 304. **Three hours per week.**

435. CHORAL LITERATURE **3 hours credit**
Class investigation and evaluation of choral music for all voice combinations appropriate for elementary school through senior high school and adult ensembles. **Prerequisite:** Approval of instructor. **Three hours per week.**

440. MODERN MARCHING BAND: TECHNIQUES AND MATERIALS **3 hours credit**
Detailed work-survey of traditional marching band styles and their adaptation to current trends. **Prerequisite:** Approval of instructor. **Three hours per week.**

441. INSTRUMENTAL LITERATURE **3 hours credit**
Class investigation and evaluation of new methods and materials for bands, orchestras and instrumental ensembles. **Prerequisite:** Approval of instructor. **Three hours per week.**

450. STUDIES IN MUSIC **3 hours credit**
Study of a single composer, musical form, performance medium or technique, or topic in music education. Topic varies semester to semester. May be taken twice for credit. Possible prerequisite(s) listed according to topic by semester. **Three hours per week.**

490. DIRECTED INDEPENDENT STUDY **1-3 hours credit**
Tutorial in any area of music; open to seniors and graduate students. May include continuation of a skills development program begun in the lower-level independent study course, or any type of individual research in music not normally included in courses offered by the department, or individual study of an area needed for teacher certification but not offered by the department in the current semester. Approval in writing of department chair and supervising faculty member prior to registration, with the area of study to be specified in writing. May be repeated for a maximum of six credits.

500. 20TH CENTURY MUSIC **3 hours credit**
Analysis of the manner in which melody, rhythm, harmony, form and orchestral instruments are used by major modern composers. Political, economic and social forces and current world events are considered for their effects on music of our time. **Three hours per week.**

501. SYMPHONY ORCHESTRA **1 hour credit**
Research and performance of major works in orchestral literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

502. SYMPHONY ORCHESTRA **1 hour credit**
Continued research and performance of major works in the field of orchestral literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

503. SYMPHONY ORCHESTRA **1 hour credit**
Research and performance of major works in the field of orchestral literature using advanced conducting techniques.

Prerequisite: Audition. **Three hours studio per week.**

505. MUSIC HISTORY AND MUSICAL STYLE **3 hours credit**
The development of Western musical style is traced from early written records to the present, stressing the continuity of basic musical principles. **Prerequisite:** One course in music history or a stylistic period. **Three hours per week.**

507. CHAMBER CHOIR **1 hour credit**
Research and performance of major works in choral literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

508. CHAMBER CHOIR **1 hour credit**
Continued research and performance of major works in the field of choral literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

509. CHAMBER CHOIR **1 hour credit**
Research and performance of major works in the field of choral literature using advanced conducting techniques. **Prerequisite:** Audition. **Three hours rehearsal per week.**

510. RECENT ISSUES AND TRENDS IN MUSIC EDUCATION **3 hours credit**
Student-researched seminar presentations on pertinent current issues in general, vocal and instrumental music education. The seminar presentations will, through researching current trends, arrive at conclusions compatible with current practices in music education. **Prerequisites:** ELED 419 and SCED 429 or equivalent. **Three hours per week.**

512. ADMINISTRATION AND SUPERVISION IN SCHOOL MUSIC **3 hours credit**
Deals with the need and purpose of supervision in music. Areas of concentration include factors affecting the learning process, curriculum building, fiscal management, evaluation and staff-community relations. **Three hours per week.**

515. ADVANCED CHORAL CONDUCTING **3 hours credit**
Designed for the practicing choral conductor. Includes techniques, stylistic interpretation, repertoire and organizational problem analysis. **Prerequisite:** MUSC 310 or equivalent. **Three hours lecture, two hours laboratory per week.**

516. WIND ENSEMBLE **1 hour credit**
Research and performance of major works in wind ensemble literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

517. WIND ENSEMBLE **1 hour credit**
Continued research and performance of major works in the field of wind ensemble literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

518. WIND ENSEMBLE **1 hour credit**
Research and performance of major works in the field of wind ensemble literature using advanced conducting techniques. **Prerequisite:** Audition. **Three hours rehearsal per week.**

520. PHILOSOPHICAL AND PSYCHOLOGICAL PERSPECTIVES IN MUSIC EDUCATION **3 hours credit**
A review of philosophical tenets and psychological principles as applied to contemporary music education practices, including the standard and recently developed musical aptitude and achievement tests. **Prerequisite:** Graduate status. **Three hours per week.**

530. DIRECTED RESEARCH IN MUSIC/MUSIC EDUCATION **3 hours credit**
Preparation of optional research project in the M.Ed. program under the direction of departmental faculty. Weekly conference with faculty sponsor.

538. APPLIED MUSIC IX 1-2 hours credit
Individual studio instruction providing a graduate extension of an undergraduate major performing area. **Prerequisite:** Audition.

539. APPLIED MUSIC X 1-2 hours credit
Continued individual studio instruction at graduate level in a major performing area. **Prerequisites:** Audition, MUSA 538.

590. DIRECTED INDEPENDENT STUDY 1-3 hours credit
An individual, graduate tutorial course including research topics not covered in available courses. May be repeated for a maximum of three hours credit under difference course subtitles recorded with the registrar. **Prerequisite:** Written specified area of study approved in writing by department chair and supervising faculty member prior to registration.

Nursing (NURS)

415. SPECIAL TOPICS IN NURSING 1-3 hours credit
Study of a selected area of nursing. Topics may vary semester to semester. Provides an opportunity for curriculum innovation or meeting the special needs or interests of undergraduate and graduate students. May be repeated for credit under different subtitles. **One to three hours lecture, zero to two hours laboratory per week.**

457. CULTURAL CONSIDERATIONS IN NURSING 2 hours credit
A basis for application of concepts, theories and methodologies from transcultural nursing to the practice of the health professional. Particular emphasis on the influence of culture on human response to health and illness. **Prerequisite:** Junior standing/consent of instructor. **Two hours per week.**

485. SCHOOL HEALTH 3 hours credit
Current issues relevant to the health of school-age children and adolescents. Topics include roles of teachers and health professionals, current health problems and approaches to specific health problems. Intended for students in education and health-related professions. **Prerequisite:** PSYC 300/ EDUC 300/consent of instructor. **Three hours per week.**

512. ADVANCED HEALTH ASSESSMENT 4 hours credit
Provides learning for a comprehensive physical, psychosocial, developmental, occupational and cultural assessment as foundational to advanced nursing practice. Application of history-taking and interviewing skills essential for a comprehensive examination are demonstrated. Physical assessment skills focus on distinguishing normal findings from abnormal findings. Analyzes history, physical examination and laboratory data to formulate an accurate assessment of the client's status and establish priorities of care. **Prerequisite:** BIOL 552. **Corequisite:** Admission to the masters program or permission of instructor. **Two hours lecture, 10 hours clinical practice per week.**

514. ISSUES IN ADVANCED PRACTICE NURSING 3 hours credit
Utilizes a seminar approach to address key issues relevant to the advanced practice roles of nurses. Quality, ethics, and political and legislative issues addressed. Organization of health care delivery systems and the economic implications of health care as they affect clinical decisions and care are explored. Content in professional role development operationalizes the theoretical principles within the specialty of practice. **Three hours lecture per week.**

515. EPIDEMIOLOGY 3 hours credit
Focus on epidemiologic concepts and the incorporation of empirical epidemiologic data into the advanced application of nursing process. Emphasis on the study of health problems affecting families in rural settings. May not be taken by students

who have received credit for NURS 553. **Three hours lecture per week.**

516. FAMILY NURSING I 5 hours credit
Explores advanced theoretical and empirical knowledge related to families, with special attention to families in rural settings. Emphasis on incorporation of this knowledge into the advanced application of the nursing process with the rural family as a client to improve family health. **Three hours lecture, six hours clinical practice per week.**

517. FAMILY NURSING II 5 hours credit
Continues the exploration of advanced theoretical and empirical knowledge related to families in rural settings, with emphasis on the application of research findings. The expanded application of the nursing process focuses on the culture and characteristics of the rural communities in which families live and their influences on health and adaptation. **Prerequisite:** NURS 516. **Two hours lecture, nine hours clinical practice per week.**

522. CLINICAL THERAPEUTICS 3 hours credit
Presents a study of clinical pharmacological and related physiological processes which are basic to advanced nursing practice. Focus on the clinical application of pharmacological agents most frequently prescribed by nurse practitioners. Prescription writing is presented including legal and socioeconomic factors. Clinical thinking is emphasized throughout the course as a necessary component of accountable clinical practice. **Prerequisites:** BIOL 552, admitted to the masters program or permission of the instructor. **Three hours lecture per week.**

538. NURSING THEORIES 3 hours credit
Examines the nature of concepts, models and theories in the context of scientific development and the historical development of nursing knowledge. A comparative analysis of evolving nursing theories will be made in regard to meeting criteria for theory building; major concepts used; theoretical perspective used; testability and practicality for application with the nursing process in clinical practice, teaching and research. **Three hours lecture per week.**

544. NURSING RESEARCH DESIGNS 3 hours credit
Builds upon knowledge of the research process learned at the vaccalaureate level. Focuses on the importance of the research process in the development and testing of nursing theory. Emphasis on the role of the advanced nurse practitioner as a consumer and practitioner of nursing research. **Prerequisite/Corerequisite:** MATH 502.

554. ADMINISTRATION IN NURSING SERVICE 6 hours credit
Focus on the independent and interdependent functions of the nursing service administrator at various levels of decision making in an organization. Affords the opportunity to implement leadership strategies in selected clinical settings with a nursing service administrator as a mentor. Emphasizes the role of the advanced nurse practitioner as a change agent in planning, implementing and evaluating health care for rural families. **Prerequisite:** BUAD 535. **Two hours seminar, 12 hours clinical practicum per week.**

556. CLINICAL NURSE SPECIALIZATION 6 hours credit
Focuses on the diverse clinical and organizational skills necessary for functioning effectively as a clinical nurse specialist in family nursing in varied clinical settings of a rural area. Affords the opportunity to gain expertise in conjunction with a qualified advanced nurse clinician role model and to develop in the leadership role as a family advocate and change agent. **Two hours seminar, 12 hours clinical practicum per week.**

558. MANAGEMENT OF FAMILY HEALTH I 5 hours credit
Focuses on health maintenance and primary care of stable, chronic health problems of multicultural adult clients and their families. Uses clinical judgment including critical thinking and diagnostic reasoning as a basis for client management as a family nurse practitioner. Includes use of skilled therapeutic maneuvers appropriate for a family-based rural practice. Reflects competency in the healing role and monitors and ensures the quality of health care practice. **Prerequisite:** NURS 512. **Prerequisite/Corequisite:** NURS 522. **Two hours lecture, 12 hours clinical per week for a total of 180 hours.**

559. MANAGEMENT OF FAMILY HEALTH II 5 hours credit
Focuses on health maintenance within multicultural childbearing and childbearing families. Includes prenatal and postpartal care during normal pregnancy and common complications of childbearing. Management of acute self-limiting and stable chronic health problems that affect children's health and women's health are included. Uses clinical judgment including critical thinking and diagnostic reasoning as basis for client management as a family nurse practitioner. Includes use of skilled therapeutic maneuvers appropriate for a family based rural practice. Reflects competency in the healing role and monitors and ensures the quality of health care practice. **Prerequisites:** NURS 512. **Prerequisite/Corequisite:** NURS 522. **Two hours lecture, 12 hours clinical per week for a total of 180 hours.**

560. INDEPENDENT STUDY 1-3 hours credit
Focused study on a specific area of advanced practice nursing agreed upon by the student and the faculty. May include preliminary work directed toward a thesis/capstone area of interest, a specialized area of study, or clinical practice. May be taken more than once under different course subtitles recorded with the registrar for a maximum of six hours credit. **Prerequisite:** Written consent of the faculty who will direct the study. **One to three hours per week.**

580. SPECIAL TOPICS IN NURSING 1-3 hours credit
Intensive study of a selected topic relevant to nursing in rural areas. May be taken twice under different course subtitles recorded with the registrar. **Prerequisite:** Consent of the graduate nursing program faculty member. **One-to-three hours lecture, zero-to-two hours lab per week.**

590. THESIS 1-3 hours credit
Provides an opportunity for the master's level student to conduct formal research related to nursing. Reflects a culminating research study as an independent project under the direction of a thesis chair and committee. Incorporates knowledge from research methodology and analysis learned throughout the program. Requires that the student demonstrate critical thinking, a proficiency in oral and written communication, and use of appropriate information technology. Traditional defense of thesis required. May be repeated; no limit to the number of repeats. **Prerequisites:** MATH 502, NURS 544, and permission of the instructor.

590. CAPSTONE PROJECT (Independent Study) 1-3 hours credit
Provides an opportunity for the master's level student to pursue a scholarly study of a clinical case, a topic or an issue relevant to the student's advanced practice role. Reflects a culminating synthesis of knowledge from graduate courses as an independent project under the direction of a project chair and committee. Requires that the student demonstrate critical thinking, a proficiency in oral and written communication, and use of appropriate information technology. May be repeated; no limit to the number of repeats. **Prerequisites:** MATH 502, NURS 544, and permission of the instructor.

Philosophy (PHIL)

402. THE PROBLEM OF GOD 3 hours credit
Involves students in thinking through the ultimate questions philosophy asks about God's nature and existence. Attention given to a variety of themes, including the relationship between God and nature, the personhood of God, atheism and the meaningfulness of human speech about God. **Prerequisite:** One philosophy course or consent of instructor. **Three hours per week.**

403. EXISTENTIALISM 3 hours credit
Close look at the basic human problems of self, God and others as seen from the existentialist perspective. Major themes of alienation, authenticity, freedom, commitment and dread are traced from their roots in the 19th century philosophies of Kierkegaard and Nietzsche to contemporary expressions by Sartre, Camus, Heidegger and Buber, et al. **Prerequisite:** One philosophy course or consent of instructor. **Three hours per week.**

406. PHILOSOPHY OF SCIENCE 3 hours credit
Critical examination of the philosophical problems common to the natural sciences, such as the nature of scientific laws and theories, and problems involved in scientific explanation. **Prerequisite:** One philosophy course or consent of instructor. **Three hours per week.**

450. PHILOSOPHICAL CONCEPTS IN LITERATURE 3 hours credit
Examines a philosophical theme (e.g., existentialism, tragedy) as reflected in works of literature. Theme varies semester to semester. **Prerequisites:** ENGL 101, 102 and one philosophy course or consent of instructor. **Three hours per week.**

475. SEMINAR IN PHILOSOPHY 3 hours credit
Offers advanced students in philosophy an opportunity to research and reflect on an issue or theme more thoroughly and intensely than is possible in an ordinary course. Content varies semester to semester. May be repeated for credit with faculty approval. **Prerequisite:** Consent of instructor. **Three hours per week.**

490. INDEPENDENT STUDY 1-3 hours credit
Tutorial course in a specific problem of philosophy, a particular philosopher or a particular period of philosophy. Open to junior and senior students, conditional on faculty member's consent. May be repeated for credit with faculty approval. **Up to three hours per week.**

Physical Education (PHEC)

406. ADMINISTRATION AND ORGANIZATION 3 hours credit
Problems of administration structure and procedures, program planning, organization of physical education classes and departments, and organization of athletic programs. **Prerequisite:** PHEC 250 or consent of instructor. **Three hours per week.** (fall semester only)

413. ADVANCED TRAINING AND SPORTS MEDICINE 3 hours credit
Develops advanced knowledge of athletic injuries after the student has completed PHEC 313 or an equivalent. **Three hours per week.** (spring semester only)

415. CLINICAL ROTATION IN ATHLETIC TRAINING 3 hours credit
Exposes students to clinical situations which enhance their understanding of the etiologies pertaining to injuries, both athletic and non-athletic. Topics include recognition, treatment,

care and rehabilitation of injuries. **Prerequisites:** PHEC 313, 413; HLTH 201. **Two hours lecture, seven hours clinical per week.** (spring semester only)

451. PSYCHOSOCIAL ASPECTS OF PHYSICAL EDUCATION 3 hours credit

Interaction of physical education (sports) with the psychology and sociological development of the individual. **Prerequisite:** PSYC 101 or consent of instructor. **Three hours per week.**

472. ADVENTURE-BASED LEADERSHIP EDUCATION 3 hours credit

Introduces students to experiential, adventure-based education. Students study and practice principles and theories of leadership education within a cooperative learning approach. Can be offered for graduate credit. **Prerequisites:** HLTH 102, junior standing. **Three hours per week.**

490. SELECTED TOPICS IN PHYSICAL EDUCATION 1-3 hours credit

Provides opportunities for short-term needs and interest of students/faculty. Affords avenue for curriculum experimentation and innovation at an advanced level. Student may earn a maximum of six credits. **Prerequisite:** Consent of instructor.

Political Science (POSC)

401. POLITICAL THEORY 3 hours credit

Survey of political thought based on the analysis of ideas of modern theorists, including the historical setting of major theories, their impact on political institutions and social changes and their contemporary significance. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

409. CAUSES OF WAR 3 hours credit

Explores theoretical explanations of international conflict. Major questions addressed are: What are the primary causes of war? How may war be prevented? **Prerequisite:** Junior/senior standing. **Three hours per week.**

411. INTERNATIONAL LAW 3 hours credit

Survey of the general principles and specific rules of international law as well as its recent trends and its relations to other aspects of international affairs. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

417. RUSSIA AND THE SOVIET UNION 3 hours credit

Political development of Russia from the Bolshevik Revolution and Stalinism through the Gorbachev period and collapse of the U.S.S.R. Emphasis on government structure, parties, ideology, political conflict and change. Exploration of political, social, economic, environmental and foreign policy problems of the new Russian state. **Prerequisites:** POSC 101 or 110. **Three hours per week.**

430. THE CONGRESS IN AMERICAN POLITICS 3 hours credit

Analysis of the structural characteristics and functions of the United States Congress. Factors influencing congressional decision making and the importance of Congress in American political process discussed. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

440. PUBLIC ADMINISTRATION 3 hours credit

Study of the basic characteristics of modern American governmental bureaucracies, as well as the important issues public administrators face. Exploration of administrative and organizational theories. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

480. STUDIES IN POLITICAL SCIENCE 3 hours credit

Intensive study of a specialized area of inquiry within the major subfields of political science: American government,

international relations, comparative government, political theory and public policy. May be taken twice under different subtitles recorded with the registrar. **Prerequisites:** POSC 101 or 110, junior/senior class standing. **Three hours per week.**

490. INDIVIDUAL RESEARCH 3 hours credit

Advanced students, under the direction of a faculty member, pursue a research project involving an in-depth reading program or the collection and analysis of data from primary sources. May be taken twice under different subtitles recorded with the registrar. **Prerequisites:** POSC 101 or 110, junior/senior class standing, consent of instructor who will direct the study. **Three hours per week.**

Psychology (PSYC)

401. PHYSIOLOGICAL PSYCHOLOGY 3 hours credit

Presentation of advanced topics of physiological psychology including the morphological, neurochemical and physiological bases of behavior. **Prerequisite:** PSYC 211 and 301, or consent of instructor. **Three hours per week.**

403. MEASUREMENT AND EVALUATION IN PSYCHOLOGY 3 hours credit

Coverage of correlational techniques, reliability and validity. Psychological tests and questionnaires considered in terms of their measurement assumptions and utility. **Prerequisite:** PSYC 220 or consent of instructor. **Three hours per week.**

406. PSYCHOLOGY OF ATTITUDES AND ATTITUDE CHANGE 3 hours credit

Concerned with how attitudes are formed, measured and changed. Emphasis on the classical theories and new approaches to attitude formulation and change. **Prerequisite:** PSYC 306 or consent of instructor. **Three hours per week.**

407. PSYCHOLOGY OF PERSONALITY 3 hours credit

Survey of major theoretical approaches to the origin and development of human personality. **Prerequisite:** PSYC 101. **Three hours per week.**

408. HISTORY AND SYSTEMS IN PSYCHOLOGY 3 hours credit

Study of basic integrating theories of psychology. **Prerequisite:** PSYC 211, 405 or 407 or consent of instructor. **Three hours per week.**

409. ENVIRONMENTAL PSYCHOLOGY 3 hours credit

Study of the effects of the environment on human behavior. Consideration given to such topics as organizational structure and climate, architecture, population density and urban stress. **Prerequisite:** PSYC 101. **Three hours per week.**

410. MULTICULTURAL ISSUES IN PSYCHOLOGY 3 hours credit

A study of the psychological impact of major cultural groups on the behavior, attitudes, thoughts and beliefs of individuals. **Prerequisite:** PSYC 101 or consent of instructor. **Three hours per week.**

415. MOTIVATION AND EMOTION 3 hours credit

Survey of experimental findings and theory of processes that energize and direct behavior. **Prerequisites:** PSYC 101, 211. **Three hours per week.**

423. DEVELOPMENTAL DISABILITIES 3 hours credit

Study of children who vary from the norm, including those with physical disabilities, mental disabilities and socio-emotional disturbances. **Prerequisite:** PSYC 320. **Three hours per week.**

430. APPLIED BEHAVIOR ANALYSIS 3 hours credit

Provides both a theoretical and data driven approach to behavioral engineering in the areas of industry, sports,

education and behavior change in the areas covered under clinical psychology. **Prerequisite:** PSYC 101. **Three hours per week.**

445. COGNITIVE PSYCHOLOGY 3 hours credit

Study of human cognitive processing. Topics include perception, attention, memory, problem solving, language, reasoning and decision making. **Prerequisite:** PSYC 211. **Three hours per week.**

450. SENSATION AND PERCEPTION 3 hours credit

Study of human sensory and perceptual systems with emphasis on vision. Perception treated from a physiological, behavioral and cognitive point of view. **Prerequisites:** PSYC 101, 211. **Three hours per week.**

465. PRINCIPLES AND TECHNIQUES OF GROUP THERAPY 3 hours credit

Study of principles and techniques of group counseling/psychotherapy and their application. Includes a review of the psychological and historical development of group therapy and a study of the pertinent research. Discussions and role playing are important elements of this course. **Prerequisite:** Advanced standing. **Three hours per week.**

490. INDIVIDUAL DIRECTED STUDY 1-3 hours credit

Enables advanced students to pursue, through observation, experimentation or library research, a topic of their choosing. May be repeated for a maximum of six credits. **Prerequisite:** Consent of department chair.

495. SELECTED TOPICS IN PSYCHOLOGY 1-3 hours credit

Intensive study in a psychological therapeutic technique, person, developmental period or theory. May be repeated in different areas of study for a maximum of six hours credit. enrolling in any practicum course. **Prerequisite:** Admission to master's program in psychology or consent of instructor. **Three hours per week.**

503. CHILDHOOD PSYCHOPATHOLOGY 3 hours credit

A study of behavioral problems in children and young people, ranging from mild personality disorders to psychoses. Special consideration given to symptoms, etiology and treatment. **Prerequisites:** Master's degree student and consent of instructor. **Three hours per week.**

505. PERSONALITY ASSESSMENT 3 hours credit

Focuses on objective and projective personality assessment procedures, including questionnaires, situational tests, attitude scales and behavioral observation. **Prerequisites:** Admission to master's program in psychology or consent of program director, and PSYC 407. **Three hours per week.**

507. PSYCHOTHERAPY AND COUNSELING I 3 hours credit

The implications for the theory and practice of counseling that might be derived from psychodynamics and interpersonal and experiential sources are studied. **Prerequisite:** Admission to master's program in psychology or consent of instructor. **Three hours per week.**

508. PSYCHOTHERAPY AND COUNSELING II 3 hours credit

Acquaints the student with principles underlying learning and cognitive processes and their application to behavioral approaches to counseling and therapy. **Prerequisite:** PSYC 507 and consent of instructor. **Three hours per week.**

511. DIAGNOSTIC TESTS IN COUNSELING 3 hours credit

A study of diagnostic tests in counseling and their relationship to therapeutic procedures in order to better understand clients and improve effectiveness. **Prerequisite:** Master's degree student. **Three hours per week.**

513. ADULT PSYCHOPATHOLOGY 3 hours credit

Critical examination of issues related to the etiology, diagnosis and treatment of common and rare diseases. Emphasis on clinical decision making and diagnostic skills and understanding models of psychopathology. **Prerequisites:** Consent of instructor and PSYC 302 or equivalent. **Three hours per week.**

520. INDIVIDUAL INTELLIGENCE TESTING 3 hours credit

Focuses on various individual intelligence and behavioral observation tests of children and adolescents. Emphasizes the administration and the reporting of individual intelligence test results. **Prerequisites:** Admission to the master's program in psychology or consent of program director and PSYC 403 or EDUC 532. **Three hours per week.**

521. PSYCHO-EDUCATIONAL ASSESSMENT 3 hours credit

Focuses on theory, research findings and clinical applications of major testing instruments for the learning disabled, mentally retarded, emotionally disturbed and physically handicapped. **Prerequisite:** M.A. student. **Three hours per week.**

524. CLINICAL PRACTICUM I 3 hours credit

First in a two-part series of practicum experiences, this course is designed to provide students with actual training experience in a variety of clinical settings. Includes individual supervision and a weekly seminar on counseling processes and issues related to the roles and functions of counselors and psychometrists. **Prerequisites:** Admission to master's degree program in psychology; consent of instructor; and completion of PSYC 500, 544, 507, 508. **Minimum of 10 hours per week plus supervision.**

525. CLINICAL PRACTICUM II 3 hours credit

The second in a two-part series of practicum experiences, this course is designed to provide students with counseling and assessment practice with clients who have personal, social, vocational and educational concerns. Includes individual supervision and a weekly seminar on counseling processes and/or assessment issues consistent with the role and function of counselor or psychometrist. **Prerequisites:** Consent of instructor and PSYC 524. **Minimum of 10 hours per week plus supervision.**

530. DIRECTED RESEARCH 3 hours credit

Preparation of optional research project for students in Master of Education program concentrating in psychology. **Prerequisite:** Consent of department chair.

531. THESIS 3 hours credit

544. CLINICAL INTERVENTION SKILLS 3 hours credit

Focuses on counseling as a communication process and covers such topics as the counseling relationships, verbal and nonverbal communication, helping stages, and therapeutic intervention strategies involved in the counseling process. **Prerequisite:** Admission to master's program in psychology or consent of instructor. **Three hours per week.**

555. EXPERIMENTAL DESIGN 3 hours credit

In order to provide students with the necessary research tools to adequately determine the effectiveness of various treatment approaches, this course focuses on the assessment of designs for research questions. **Prerequisite:** PSYC 560 or consent of instructor. **Three hours per week.**

560. STATISTICAL ANALYSIS OF EXPERIMENTS 3 hours credit

A coverage of the statistical procedures necessary to test hypotheses. Topics to be covered will include test of a single parameter and the differences between two or more parameters. **Prerequisite:** Master's degree student. **Three hours per week.**

566. ADVANCED GROUP THEORY AND PRACTICE 3 hours credit

Students receive training and knowledge in the areas of theoretical models for groups, techniques and exercises in facilitating the group process, practice in groups and self-analysis experiences. **Prerequisite:** PSYC 465. **Three hours per week.**

575. GRADUATE SEMINAR ON AGING 3 hours credit

An intensive survey of some aspects of human aging. Covers theories, retirement, middle age problems, work, leisure, physical aspects of aging, education and opportunities for the aged. Designed to make students sensitive to the needs of the aged. **Three hours per week.**

Social Science (SOSC)**400. CURRENT PROBLEMS 3 hours credit**

Study made of either general or special topics of our times, considered from the historic aspect and the present social and cultural setting in which they occur. **Three hours per week.**

Social Work (SOWK)**450. SOCIAL WORK WITH FAMILIES AND CHILDREN 3 hours credit**

Survey of child welfare services and examination of current policies in social work for children and their families. Consideration of practice issues in protective services, in-home services to families and substitute care including adoption and foster care. **Prerequisite:** SOWK 200 or consent of instructor. **Three hours per week.**

455. SUBSTANCE ABUSE: ISSUES AND SERVICES 3 hours credit

Study of alcohol and drug abuse. Topics include theoretical perspectives on abuse, pharmacological characteristics of commonly abused substances, and stages of dependence and addiction. Overview of societal response to substance abuse including law enforcement, treatment, rehabilitation and prevention. **Prerequisite:** SOWK 300 or consent of instructor. **Three hours per week.**

460. SOCIAL WORK IN CORRECTIONS 3 hours credit
Social work interventions in a variety of correctional settings. Focuses on professional role in court and correctional procedures within institutional and community-based programs. **Prerequisite:** SOWK 200 or consent of instructor. **Three hours per week.**

465. SOCIAL WORK IN HEALTH CARE 3 hours credit
Explores the role of social work practice in various health care settings. Emphasis on the changing concepts of health and illness. Evaluates the nature of health care organizations, funding mechanisms and ethical dilemmas in social work health care. **Prerequisite:** SOWK 300 or consent of instructor. **Three hours per week.**

470. SOCIAL WORK IN MENTAL HEALTH 3 hours credit
Investigates the role of the social work profession within the mental health delivery system utilizing a generalist social work approach. Social work and mental health concepts, policies, research methods and program development examined in social service agencies, community mental health facilities and institutional accommodations. **Prerequisite:** SOWK 300 or consent of instructor. **Three hours per week.**

484. SOCIAL WORK AND THE LAW 3 hours credit
Study of social welfare, family, consumer law and the legal authority of social agencies to make regulations. Guidelines for court testimony and rules of evidence presented. **Prerequisite:** SOWK 200 or consent of instructor. **Three hours per week.**

499. SPECIAL TOPICS 1-3 hours credit

Provides opportunities for investigating special themes or issues of interest to students and the social work profession. May be repeated once under a different subtitle. **Prerequisite:** SOWK 200 or consent of instructor. **Three hours per week.**

Sociology (SOCI)**409. SOCIOLOGY OF EDUCATION 3 hours credit**

Analysis of public education as a bureaucratic social institution, the countervailing community power structure and the professional role of the educator. **Three hours per week.**

421. THEORY I, FOUNDATIONS OF SOCIOLOGICAL THEORY 3 hours credit

An analysis of the historical antecedents and contemporary profiles of sociological theory emphasizing major figures and dominant paradigms. **Prerequisite:** SOCI 101 or consent of instructor. **Three hours per week.**

422. THEORY II, CONTEMPORARY SOCIOLOGICAL THEORY 3 hours credit

An analysis of the current state and future directions of sociological theory. **Prerequisite:** SOCI 101 or consent of instructor. **Three hours per week.**

499. SPECIAL TOPICS 3 hours credit

Number reserved for courses approved as an experimental response to student interest or community need. May be repeated once under a different subtitle recorded with the registrar. **Prerequisite:** SOCI 101 or consent of the instructor. **Three hours per week.**

516. INDIVIDUAL DIRECTED STUDY 3 hours credit

Intensive study in a specific area of sociology agreed upon by student and faculty. May be repeated once under a different subtitle recorded with the registrar. **Prerequisite:** Six hours in sociology, a concentration in sociology and consent of instructor who will direct the study.

Spanish (SPAN)**400. ADVANCED STYLISTICS AND ORAL EXPRESSION 3 hours credit**

Refinement and sophistication of written and oral expression in Spanish. **Prerequisite:** SPAN 310 or equivalent experience. **Three hours per week.**

403. HISPANIC CULTURE THROUGH LITERATURE 3 hours credit

Study of modern Spanish and Spanish American literature within its cultural context. Students will explore the literary text as cultural document including the roles of Afro-Hispanics, indigenous peoples, religion, women, politics and poverty in the formation of Hispanic cultures. **Prerequisites:** SPAN 335 or 336 or equivalent experience. **Three hours per week.**

405. SPECIAL PROBLEMS ON SPANISH 1-6 hours credit

Individual study of special areas in Spanish linguistics, such as phonetics and diction in the history and evolution of the language or in Spanish and Latin American literature. Advice and direction from a member of the department required. May be repeated by same student with new content. **Prerequisite:** SPAN 320, 321 or consent of department chair.

410. TOPICS IN HISPANIC LITERATURE 3 hours credit

In depth study of a particular writer, work, theme or movement in Spanish and/or Latin American literature. **Prerequisites:** SPAN 335, 336 or equivalent experience. **Three hours per week.**

412. SPANISH LITERATURE OF THE GOLDEN AGE 3 hours credit

Study of selected masterpieces of Spanish literature of the Siglo de Oro. **Prerequisite:** SPAN 320, 321 or consent of the department chair. **Three hours per week.**

415. 19TH AND 20TH CENTURY SPANISH LITERATURE 3 hours credit

A study of the development of movements in Spanish literature of this period through selected works of outstanding authors. **Prerequisite:** SPAN 320, 321 or consent of the department chair. **Three hours per week.**

417. 19TH AND 20TH CENTURY SPANISH AMERICAN LITERATURE 3 hours credit

A study of the development of movements in Spanish American literature of the 19th and 20th centuries. **Prerequisite:** SPAN 320, 321 or consent of the department chair. **Three hours per week.**

418. CONTEMPORARY LITERATURE IN SPANISH 3 hours credit

A study of selected contemporary works in Spanish. Selection varies from year to year. **Prerequisite:** SPAN 320, 321 or consent of the department chair. **Three hours per week.**

495. SPANISH FOR PROFESSIONAL AND SERVICE PERSONNEL I 3 hours credit

Students develop fluency in spoken and written Spanish. Situational dialogues in cross-cultural settings underline practical intent. Specific applicability for migrant teachers, social workers, business and hospital personnel. **Three hours per week.**

496. THE BILINGUAL, BICULTURAL CLASSROOM 3 hours credit

Preparation for those in education whose work may involve contact with students and parents from different language and cultural backgrounds, with emphasis on the problems and needs of the Spanish-speaking child. Studies include cross-cultural communication, survival skills in Spanish and culturally relevant materials. **Three hours per week.**

Graduate Study Administration

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Susan Muller, Physical Education Department, Program Director

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Graduate Program: Master of Business Administration

Thomas W. Jones—Dean, Richard A. Henson School of Science and Technology
Graduate Program: Master of Science in Nursing

Ronald Dotterer—Dean, Charles R. and Martha N. Fulton School of Liberal Arts
Graduate Programs: Master of Arts in English
Master of Arts in History

Beth E. Barnett—Dean, Samuel W. and Marilyn C. Seidel School of Education and Professional Studies
Graduate Programs: Master of Arts in Teaching
Master of Education
Master of Education in School Administration
Master of Science in Applied Health Physiology

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- CHARLES EDWIN CIPOLLA**, Associate Professor of Sociology and Department Chair
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- JOHN R. CLEARY**, Associate Professor of Art
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- LINDA E. COCKEY**, Associate Professor of Music
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- KEITH J. CONNERS**, Professor of Education
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B.S., St. John's University; M.S., Ph.D., University of Maryland College Park
- MEMO DIRIKER**, Associate Professor of Marketing and Director of Project Management Group
B.S., Aston University (Birmingham, England); M.B.A., D.B.A., Memphis State University
- ROBERT F. DOMBROWSKI**, CPA (Maryland/Louisiana), Associate Professor of Accounting and Department Chair, Accounting and Legal Studies
B.A., Hofstra University; M.B.A., Wharton School, University of Pennsylvania; D.B.A., Louisiana Tech University
- RONALD L. DOTTERER**, Dean of the Charles R. and Martha N. Fulton School of Liberal Arts and Professor of English
A.B., Bucknell University; M.A., M.Phil., Ph.D., Columbia University
- THOMAS G. ELLIOT**, Professor of Music
B.M., M.M., D.M.A., Boston University
- THOMAS L. ERSKINE**, Professor of English
B.A., Bowdoin College; M.A., University of Kansas; Ph.D., Emory University
- GREGORY C. FERENCE**, Professor of History
B.A., University of Pittsburgh; M.A., M.L.S., Ph.D., Indiana University
- PAUL Q. FLEXNER**, Associate Professor of Art and Department Chair
B.F.A., Tyler School of Art; M.F.A., Pennsylvania State University

- MICHAEL E. FOLKOFF**, Professor of Geography and Geosciences
B.A., State University of New York College at New Paltz; M.A., State University of New York at Albany; Ph.D., University of Georgia
- KATHLEEN V. FOX**, Professor of Psychology
B.A., State University of New York College at Cortland; Ph.D., State University of New York at Buffalo
- MARK F. FRANA**, Associate Professor of Biological Sciences
B.S., University of Iowa; Ph.D., University of Kansas
- ROLAND G. FRANK**, Associate Professor of Education
B.S., M.A., Ed.S., Central Michigan University; Ed.D., Michigan State University
- ROBERT MICHAEL GARNER**, CPA (Indiana), Professor of Accounting
B.S., Oklahoma State University; M.B.A., Ball State University; Ph.D., University of Arkansas
- STEPHEN C. GEHNRIKH**, Associate Professor of Biological Sciences
B.S., M.S., University of Wyoming; Ph.D., Tufts University
- WAVIE GIBSON JR.**, Associate Professor of English
B.A., Morgan State University; M.Ed., Salisbury State University; Ph.D., Indiana University of Pennsylvania
- ROBERT W. GRAFF**, Professor of Psychology
B.S., Thiel College; M.A., Ohio University; Ed.D., State University of New York at Buffalo
- PAUL GRECAV**, Associate Professor of Biological Sciences
B.S., Wagner College; M.S., University of Bridgeport; Ph.D., University of Delaware
- BENJAMIN B. GREENE JR.**, Associate Professor of Economics
B.A., Western Maryland College; M.A., Ph.D., Boston College
- WILLIAM L. GROGAN JR.**, Professor of Biological Sciences
B.S., Brigham Young University; M.S., Ph.D., University of Maryland College Park
- DARRELL G. HAGAR**, Professor of English
B.A., Texas Christian University; M.A., Pittsburgh State University; Ph.D., Texas Christian University
- GARY M. HARRINGTON**, Professor of English
B.A., M.A., University of Montana; Ph.D., University of Toronto (Canada)
- ANDREW HEPBURN**, Professor of Communication Arts
B.A., Goddard College; M.A., Northwestern University; Ph.D., University of Washington
- RICHARD C. HOFFMAN IV**, Associate Professor of International Management
B.A., Trinity College; M.B.A., University of Pennsylvania; Ph.D., Indiana University
- MARK A. HOLLAND**, Professor of Biological Sciences
B.S., Muhlenberg College; M.A., Wake Forest University; Ph.D., Rutgers University
- NATALIE W. HOPSON**, Associate Professor of Psychology and Department Chair
B.A., Lebanon Valley College; M.S., Millersville University of Pennsylvania; Ph.D., Case Western Reserve University
- JANET S. HORNE**, Associate Professor of Communication Arts
B.A., Mary Washington College; M.A., University of North Dakota; Ph.D., Ohio University
- WILLIAM C. HORNE**, Professor of English
B.A., Gettysburg College; M.A., Ph.D., University of Pennsylvania
- THOMAS O. HORSEMAN**, Associate Professor of Mathematics and Computer Science
B.S., Salisbury State University; M.S., Clemson University; M.S., University of Maryland Eastern Shore
- RICHARD L. JOHNSON**, Associate Professor of Music, Department Chair and Director of Wind Studies
B.S., M.S., University of Illinois; D.M.A., Michigan State University
- THOMAS W. JONES**, Dean of the Richard A. Henson School of Science and Technology and Professor of Biological Sciences
B.S., M.S., Ph.D., University of Maryland College Park, Horn Point Environmental Laboratory

JOHN D. KALB, Associate Professor of English
B.S., Central Michigan University; M.A., Ph.D., Michigan State University

FRANCIS I. KANE, Professor of Philosophy
B.A., St. Mary's Seminary and University; Ph.D., Georgetown University

BARBARA ANN BUTLER KELLAM, Associate Professor of Nursing
B.S.N., M.S.N., University of Maryland at Baltimore; Ph.D., University of Maryland College Park

FRANCES L. KENDALL, Associate Professor of Communication Arts
B.A., Southern Connecticut State University; M.A., Yale University; Ph.D., University of Missouri

KHASHAYAR "KASHI" KHAZEH, Professor of Finance
B.S., National University of Iran; M.B.A., Mankato State University; B.S., M.A., Ph.D., University of Tennessee

KENT N. KIMMEL, Professor of Art and Associate Provost
B.F.A., Miami University; M.A., Ph.D., University of Maryland College Park

JEFFREY E. KOTTEMANN, Professor of Information and Decision Sciences and Department Chair
B.S., Ph.D., University of Arizona

FREDERICK A. KUNDELL, Professor of Chemistry
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K.-PETER LADE, Professor of Anthropology and Elkins Scholar
A.B., Ph.D., University of Pennsylvania

ELLEN M. LAWLER, Associate Professor of Biological Sciences and Department Chair
B.A., West Chester State College; Ph.D., University of Pennsylvania

CHOONG C. LEE, Associate Professor of Management Information
B.S., Yonsei University (Korea); M.B.A., University of Rhode Island; Ph.D., University of South Carolina

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B.S., M.S., Tehran University (Iran); Ph.D., The Catholic University of America

JOHN R. MOLENDIA, Professor of Biological Sciences/Environmental Health Science
B.S., University of Scranton; M.S., Ph.D., Utah State University; M.P.H., Johns Hopkins University

H. REED MULLER, Associate Professor of Marketing and Marketing Coordinator
B.S., M.B.A., Cornell University

SUSAN M. MULLER, Associate Professor of Physical Education
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B.A., University of Maryland College Park; M.A., Marshall University; Ph.D., Bowling Green

MICHAEL O'LOUGHLIN, Associate Professor of Political Science
B.A., University of Pittsburgh; Ph.D., Ohio State University

DAVID L. PARKER, Professor of Mathematics and Computer Science and Department Chair
B.S., Kansas State University; M.A., Ph.D., Indiana University; M.S., University of Maryland Eastern Shore

MAARTEN L. PEREBOOM, Associate Professor of History and Associate Dean of the Fulton School of Liberal Arts
B.A., Calvin College; M.A., M.Phil., Ph.D., Yale University

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B.A., Salisbury State University; M.A., University of Maryland College Park; Ph.D., Union Institute

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ELIZABETH A. RANKIN, Professor of Nursing
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- ROBERT B. SETTLE**, Professor of Marketing
B.A., Dominican College; M.B.A., University of Wisconsin-Milwaukee; Ph.D., University of California Los Angeles
- EDWARD T. SHAFFER**, Professor of Chemistry
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- ASIF SHAKUR**, Associate Professor of Physics and Department Chair
B.S., M.S., University of Karachi (Pakistan); M.S., Ph.D., University of Calgary (Canada)
- KATHLEEN SHANNON**, Professor of Mathematics and Computer Science and Department Chair
B.S., College of Holy Cross; M.S., Ph.D., Brown University
- FRANK M. SHIPPER**, Professor of Management
B.S.M.E., West Virginia University; M.B.A., Ph.D., University of Utah
- DONALD L. SINGLETON**, Professor of Communication Arts
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B.S., Salisbury State University; M.A., University of Georgia; Ph.D., University of Nebraska-Lincoln
- CLARA L. SMALL**, Professor of History
B.A., M.A., North Carolina Central University; M.A., St. John's College; Ph.D., University of Delaware
- KENNETH J. SMITH**, CPA (Maryland), Professor of Accounting and Acting Chair, Department of Economics and Finance
B.S., Towson State University; M.B.A., Loyola College; D.B.A., George Washington University
- GERALD R. ST. MARTIN**, Professor of Modern Languages
B.A., Assumption College; M.A., Ph.D., University of Minnesota
- POLLY STEWART**, Professor of English
B.A., University of Utah; D.A., Ph.D., University of Oregon
- NATALIA MARIA HOENIGMANN STOVALL**, Professor of Psychology
B.S., Virginia Polytechnic Institute and State University; M.A., Ph.D., University of North Carolina at Greensboro
- JUDITH M. STRIBLING**, Assistant Professor of Biological Sciences
B.A., Goucher College; B.S., Salisbury State University; M.S., Ph.D., University of Maryland Eastern Shore
- BART R. TALBERT**, Assistant Professor of History
B.A. (History), B.A. (Political Science), Salisbury State University; M.A., James Madison University; Ph.D., University of Alabama
- ROBERT M. TARDIFF**, Professor of Mathematics and Computer Science
B.S., St. Martin's College; M.A., Ph.D., University of Massachusetts
- DEBRA H. THATCHER**, Associate Professor of Education
B.A., University of Wyoming; M.Ed., Ph.D., University of South Carolina
- CALVIN R. THOMAS**, Associate Professor of Geography and Geosciences and Department Chair
B.S., Indiana University of Pennsylvania; M.S., Ph.D., University of Tennessee
- G. RAY THOMPSON**, Professor of History and Department Chair
B.A., Fort Hays State University; M.A., Ph.D., University of Kansas
- MARVIN G. TOSSEY**, Associate Professor of Social Work and Department Chair
B.A., M.S.W., Ohio State University; Ph.D., University of Maryland at Baltimore
- JOHN L. TYVOLL**, Professor of Chemistry
B.S., Ph.D., University of Southern Mississippi
- RONALD R. ULM**, Professor of Psychology
B.A., Kent State University; M.A., Temple University; Ph.D., University of Delaware
- ELICHIA A. VENSO**, Associate Professor of Biological Sciences/Environmental Health Science
B.S., Texas A&I University; M.S., Ph.D., University of Texas at Houston

- BARBARA WAINWRIGHT**, Associate Professor of Mathematics and Computer Science
B.S., M.Ed., Salisbury State University; M.S., Ph.D., University of Delaware
- CATHERINE M. WALSH**, Associate Professor of Nursing
B.A., Hobart and William Smith Colleges; B.S., M.S., Salisbury State University; Ph.D., University of Maryland College Park
- MICHAEL WATERS**, Professor of English
B.A., M.A., State University of New York College at Brockport; M.F.A., University of Iowa; Ph.D., Ohio University
- JAMES M. WELSH**, Professor of English
B.A., Indiana University; M.A., Ph.D., University of Kansas
- JOHN P. WENKE**, Professor of English
B.A., University of Notre Dame; M.A., Ph.D., University of Connecticut
- RAYMOND A. WHALL JR.**, Professor of English and Director of Thomas E. Bellavance Honors Program
B.A., Canisius College; M.A., California State University, Long Beach; Ph.D., University of Colorado
- ARLENE F. WHITE**, Associate Professor of Modern Languages
B.A., Thiel College; M.A., Millersville State University; Ed.D., University of Maryland College Park
- IVEN EUGENE WHITE**, Assistant Professor of Psychology
B.A., Southern Arkansas University; M.A., Kansas State University; M.A., Salisbury State University; Ph.D., University of Maryland College Park
- GEORGE I. WHITEHEAD III**, Professor of Psychology
B.A., Trinity College; M.A., C.W. Post College; Ph.D., University of Massachusetts
- JEANNE E. WHITNEY**, Associate Professor of History
B.A., Simmons College; M.A., College of William and Mary; Ph.D., University of Delaware
- THEODORE WIBERG**, Associate Professor of Health Sciences/Respiratory Therapy
B.S., Shippensburg University of Pennsylvania; M.A., Central Michigan University; Ph.D., University of Maryland College Park
- JOHN T. WOLINSKI**, Professor of Education
B.A., M.A., Rowan College of New Jersey; Ph.D., Florida State University
- HARRY E. WOMACK**, Professor of Biological Sciences
B.S., M.S., University of Georgia; Ph.D., Auburn University
- WILLIAM F. ZAK**, Professor of English
B.A., Boston College; M.A., Lehigh University; Ph.D., University of Michigan



Office of Admissions
1200 Camden Avenue
Salisbury, MD 21801-6862
410-543-6161 www.ssu.edu

INSTRUCTIONS FOR COMPLETING THE APPLICATION FOR ADMISSION TO GRADUATE STUDY

ALL FIRST-TIME GRADUATE SCHOOL APPLICANTS must complete and return the Application for Admission to Graduate Study, along with the \$30 application fee, before course registration forms can be processed. You must have official copies (sent by the issuing institution) of all undergraduate and graduate transcripts sent directly to: Office of Admissions, Salisbury State University, 1200 Camden Avenue, Salisbury, MD 21801-6862. A complete application, including all official documents, must be received by the Admissions Office at least 30 days prior to the beginning of the student's intended start date. Students whose native language is not English must submit satisfactory scores from the Test of English as a Foreign Language (TOEFL) exam or receive a TOEFL waiver from the Admissions Office. International students who will be attending on a U.S. Immigration and Naturalization Services Visa must also complete the supplemental International Application (contact the Admissions Office to obtain the required forms).

STUDENTS ADMITTED TO GRADUATE STUDY AT SSU WHO PREVIOUSLY ENROLLED IN AND ATTENDED ONE OR MORE GRADUATE CLASSES, but have not enrolled in a graduate class during the previous calendar year, must reapply for graduate study by submitting the Application for Admission to Graduate Study, along with the \$30 application fee, to: Office of Admissions, Salisbury State University, 1200 Camden Avenue, Salisbury, MD 21801-6862. They must also have official transcripts sent from every college or university attended since leaving SSU.

STUDENTS MAY REGISTER FOR GRADUATE CREDIT EVEN IF THEY HAVE NOT BEEN FORMALLY ADMITTED TO A GRADUATE DEGREE PROGRAM, providing:

The Admissions Office has received a graduate application with application fee and an official transcript from the institution issuing their bachelor's degree; and SSU has admitted them to graduate study. NOTE: A maximum of nine graduate credit hours earned at SSU prior to formal admission to a master's degree program may be applied toward degree requirements.

It is important that students complete this application in its entirety. If an item does not pertain to the applicant, insert "Not Applicable" or "N/A" in the appropriate space. All applicants, whether degree seeking or non-degree seeking, are required to select a major area of academic interest (see application). Official transcripts must be received by the Admissions Office before students can be admitted to graduate study or schedule classes.

Once accepted to graduate study, the applications for degree seeking students will be forwarded to the appropriate graduate program. The requirements for admission to a specific graduate degree program will vary from school to school, so it is important to consult the *Graduate Catalogue*. Further questions regarding admission to a specific graduate program should be addressed to the program director. Any inquiries regarding a graduate assistantship must be directed to the graduate program in which the student expects to enroll. Non-degree seeking students are not eligible for graduate assistantships.

It is the policy of the Board of Regents of the University System of Maryland to differentiate between in-state and out-of-state residency for tuition purposes. Those students eligible for in-state residency classification must complete and submit the Residency/Domicile Information Form (the last page in this *Graduate Catalogue*). Regulations and requirements for receiving in-state residency classification are stated on the back of the form.

Those needing additional room for an item on the Application for Admission to Graduate Study should use the spaces provided at the bottom of the page.

APPLICATION ON REVERSE



APPLICATION FOR ADMISSION TO GRADUATE STUDY

SOCIAL SECURITY NO. _____ BEGIN AT SSU ☐ Winter ☐ Spring ☐ Summer ☐ Fall Year _____

NAME _____ last _____ first _____ middle _____ maiden/previous _____

ADDRESSES

Permanent

street address/box number _____ city _____ state/territory _____
zip/postal code _____ county (if in USA)/country (if not USA) _____ phone _____

Local

street address/box number _____ city _____ state/territory _____
zip/postal code _____ county (if in USA)/country (if not USA) _____ phone _____

E-mail

RESIDENCY - Are you eligible to be considered a MARYLAND RESIDENT for TUITION PURPOSES? ☐ No ☐ Yes (You must complete and return the Residency Domicile Information Form.)

EMPLOYMENT ☐ N/A ☐ Full-time ☐ Part-time _____ company _____ position/number of years _____ phone _____

GENDER ☐ Male ☐ Female DATE OF BIRTH _____ month _____ day _____ year CITIZENSHIP ☐ USA ☐ Resident (non-citizen) ☐ Visa (type) _____

ETHNIC GROUP (optional) ☐ African American ☐ American Indian ☐ Asian (or Pacific Islander) ☐ Hispanic ☐ White ☐ Other (Specify) _____

INTENDED PLAN OF STUDY

Check one of the following major areas of academic interest. (All students seeking graduate study MUST select a major area of academic interest.)

- | | | |
|---|---|--|
| <input type="checkbox"/> M.S. - Applied Health Physiology | <input type="checkbox"/> Master of Arts in Teaching | <input type="checkbox"/> M.A. - History |
| M.B.A. (check your track)
<input type="checkbox"/> General M.B.A.
<input type="checkbox"/> Accounting | <input type="checkbox"/> Master of Education in School Administration | M.S. - Nursing (check your track)
<input type="checkbox"/> Nursing Administration
<input type="checkbox"/> Clinical Specialist
<input type="checkbox"/> Family Nurse Practitioner |
| M.A.-English (check your track)
<input type="checkbox"/> Composition and Rhetoric
<input type="checkbox"/> Literature
<input type="checkbox"/> TESOL | Master of Education (check your track)
<input type="checkbox"/> Early Childhood
<input type="checkbox"/> Elementary
<input type="checkbox"/> Middle/Secondary
<input type="checkbox"/> Post-Secondary
<input type="checkbox"/> Reading | <input type="checkbox"/> Accelerated B.S.-M.S.
<input type="checkbox"/> Post-M.S. Family Nurse Practitioner |

Select one ☐ Non-Degree Seeking—Not formally applying for admission to the specific program at this time.

☐ Degree Seeking—Formally applying for admission to the specific Master's Degree Program checked above.

Have you ever taken undergraduate courses at SSU? ☐ Yes ☐ No Have you ever taken graduate courses at SSU? ☐ Yes ☐ No

COLLEGES/UNIVERSITIES ATTENDED	LOCATION	MAJOR/DEGREE	DATE RECEIVED
Undergraduate _____			
Undergraduate _____			
Graduate _____			
Graduate _____			

SIGNATURE OF APPLICANT _____

DATE _____

Send completed application and a \$30 nonrefundable application fee to: Office of Admissions, Salisbury State University, 1200 Camden Avenue, Salisbury, MD 21801-6862.
Enclosed fee in the form of: ☐ Cash (in-person only) ☐ Check ☐ Money order ☐ Visa ☐ MasterCard

Credit Card Number _____ Expiration Date _____ M M Y Y

Authorized Signature _____

Name as it Appears on Card _____

SALISBURY STATE UNIVERSITY RESIDENCY/DOMICILE INFORMATION

Office of Admissions, 1200 Camden Avenue, Salisbury, Maryland 21801-6862 • 410-543-6161 • toll free at 888-543-0148 • FAX 410-546-6016

This form is required ONLY of Maryland applicants. To qualify for Maryland resident tuition and fees you must submit the following information. Failure to complete all of the questions will result in a non-Maryland resident classification. For questions that are not applicable, please use "N/A." Please print or type.

Applicant's last name

Social Security number

_____ - _____ - _____

First name

Middle initial

Semester applying for _____

☐ Undergraduate degree student ☐ Graduate student ☐ Undergraduate non-degree student

A. Are ☐ you, ☐ your spouse, or ☐ either of your parents (check one) a regular employee of the University System of Maryland and reside outside of Maryland?
☐ Yes ☐ No If yes, please attach letter of verification from the Human Resources Office of the campus at which you are employed.

B. Are you a graduate assistant? ☐ Yes ☐ No

C. Do you receive any type of financial aid (loan, scholarship, grant) from a state other than Maryland? ☐ Yes ☐ No If yes, from which state? _____

D. Are ☐ you, ☐ your spouse, or ☐ either of your parents (check one) a full-time member of the Armed Forces? ☐ Yes ☐ No
If yes, list expected date of separation of service member: _____ Please attach a copy of most recent orders.

E. On whom will you be financially dependent for your educational and living expenses while attending SSU? _____

F. For the 12 months preceding your term of application:

1. Have you been claimed as a dependent on a federal and/or state income tax return? ☐ Yes ☐ No
2. Has another person or persons provided one-half or more of your financial support? ☐ Yes ☐ No
3. If the answer to either 1 or 2 above is "yes," provide the following information about the persons claiming you and/or providing your financial support. If you answered "no" to both 1 and 2, proceed to questions G-P and complete the information based on yourself.

Name _____ Relationship to applicant _____ If spouse, date of marriage _____

The following questions MUST be answered by the person indicated in F-3 above. If question F-3 is blank, the applicant MUST answer these questions.

G. Home Address _____
City _____ State _____ Zip _____ Telephone (____) _____

Length of time you have lived at your current address: From _____ to _____
If less than 12 months, list previous address: _____

Street Address _____ City _____ State _____ Zip _____

Length of time at previous address: From _____ to _____

H. Are you a citizen of the United States? ☐ Yes ☐ No If no, type of visa _____ Attach copy of visa if not for "F" or "J" visa

Expiration Date _____ Alien Registration Number _____ Date Issued _____

I. In which state are substantially all your possessions? _____ J. In which state are you registered to vote? _____ Date of registration _____

K. From which state do you hold a valid driver's license? _____ License Number _____

How long have you held a driver's license issued in the state of Maryland? _____

L. Are all owned motor vehicles registered in Maryland? ☐ Yes ☐ No Original date of registration(s) _____
Most recent date of registration _____

M. Have you paid Maryland income tax for most recent year on all earned income including all taxable income earned outside the state? ☐ Yes ☐ No

N. List the state(s) and year(s) in which you have filed income tax for the last three years: State _____ Year _____; State _____ Year _____; State _____ Year _____
If you did not file a tax return in Maryland within the last 12 months, state reason: _____

O. If employed, is Maryland income tax currently being withheld? ☐ Yes ☐ No

P. Did you receive public assistance from any state other than Maryland? ☐ Yes ☐ No

I certify that the information on this application is complete and correct. I understand that incomplete information will result in non-resident tuition rates. Should any information provided be found inaccurate after Maryland residency has been approved, the University reserves the right to bill for the difference between non-resident and resident rates for all semesters where resident tuition was inappropriately charged.

Signature of Person Indicated in F-3 Above _____

Date _____

POLICY ON STUDENT RESIDENCY CLASSIFICATION FOR ADMISSION, TUITION AND CHARGE DIFFERENTIAL PURPOSES

I. Policy

It is the policy of the Board of Regents of the University System of Maryland to recognize the categories of in-state and out-of-state students for purposes of admission, tuition and charge differentials at those institutions where such differentiation has been established. The student is responsible for providing the information necessary to establish eligibility for in-state resident status. Students who are financially independent or financially dependent, as defined herein, shall have their residency classification determined on the basis of permanent residence, which, for purposes of this policy, shall be determined by the criteria set forth in I.A-E below. Students will be assigned in-state status for admission, tuition and charge differential purposes only if the student (if financially independent) or the student's parent, guardian or spouse (in the case of a financially dependent student) fulfill all of the following:

A. For at least 12 consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the petition applies, the student (if financially independent) or the student's parent, guardian or spouse (if financially dependent) MUST:

1. own and continuously occupy or rent and continuously occupy living quarters in Maryland. There must exist a genuine deed or lease in the individual's name reflecting payments/rents and terms typical of those in the community at the time executed. Persons not having such a lease may submit an affidavit reflecting payments/rents and terms as well as the name and address of the person to whom payments are made, which may be considered as meeting this condition. As an alternative to ownership or rental of living quarters in Maryland, a student may share living quarters in Maryland which are owned or rented and occupied by a parent, legal guardian or spouse;

2. maintain within Maryland substantially all personal property;

3. pay Maryland income taxes on all earned taxable income including all taxable income earned outside the state;

4. receive no public assistance from a state other than the state of Maryland or from a city, county or municipal agency other than one in Maryland;

5. have a legal ability under federal and Maryland law to reside permanently in Maryland without interruption.

B. For at least 11 consecutive months immediately prior to and including the last date available to register for courses in the semester for which the application applies, the student (if financially independent) or the student's parent, guardian or spouse (if financially dependent) must:

1. register all owned motor vehicles in Maryland; and

2. obtain a valid driver's license issued by the state of Maryland, if licensed to drive in any other jurisdiction.

C. Within the 12 consecutive months immediately prior to and including the last date available to register for courses in the semester for which the application applies, the student (if financially independent) or the student's parent, guardian or spouse (if financially dependent) must register to vote in Maryland, if registered in any other jurisdiction.

D. A financially dependent student classified as in-state loses that status at such time as the student no longer meets one or more of the criteria set forth in I.A-C. A financially dependent student classified as in-state loses that status at such time as the parent, guardian or spouse on whom the status was based no longer meets one or more of those criteria.

E. In-state status based on permanent residence is lost at any time a financially independent student establishes a permanent residence outside the state of Maryland. If the parent, guardian or spouse through whom a financially dependent student has attained in-state status establishes a permanent residence outside the state of Maryland, the in-state status is lost. In each instance, the student will then be assessed out-of-state tuition and charges beginning the next semester or session.

F. In addition, persons in the following categories of students shall be accorded the benefits of in-state status for the period in which any of the following conditions apply:

1. a full-time or part-time (at least 50 percent time) regular employee of the University System of Maryland;

2. the spouse or dependent child of a full-time or part-time (at least 50 percent time) regular employee of the University System of Maryland;

3. a full-time active member of the Armed Forces of the United States whose home of residence is Maryland or one who resides or is stationed in Maryland, or the spouse or a financially dependent child of such a person;

4. for UMUC, a full-time active member of the Armed Forces of the United States on active duty, or the spouse of a member of the Armed Forces of the United States on active duty; and

5. a graduate assistant appointed through the University System of Maryland for the semester/term of the appointment (except through prior arrangement, status is applicable only for enrollment at the institution awarding the assistantship).

G. Students not entitled to in-state status under the preceding paragraphs shall be assigned out-of-state status for admission, tuition and charge differential purposes.

II. Procedures

A. An initial determination of in-state status will be made by the University at the time a student's application for admission is under consideration. The determination made at that time, and any determination made thereafter, shall prevail for each semester/term until the determination is successfully challenged in a timely manner.

B. A change in residency status must be requested by submitting a University System of Maryland "Petition for Change in Residency Classification for Admission, Tuition and Charge Differential." A student applying for a change to in-state status must furnish all required documentation with the petition by the last published date to register for the forthcoming semester/term for which a residency classification is sought.

C. The student shall notify the institution in writing within 15 days of any change of circumstances which may alter in-state status.

D. In the event incomplete, false or misleading information is presented, the institution may, at its discretion, revoke in-state status and take other disciplinary actions provided for by the institution's policy. If in-state status is gained due to false or misleading information, the University reserves the right to retroactively assess all out-of-state charges for each semester/term affected.

E. Each institution of the University System of Maryland shall develop and publish additional procedures to implement this policy. Procedures shall provide that on request the president or designee has the authority to waive any residency criterion as set forth in Section I, if it is determined that application of the criteria creates an unjust result. These procedures shall be filed with the Office of the Chancellor.

III. Definitions

A. Financially Dependent: For purposes of this policy, a financially dependent student is one who is claimed as a dependent for tax purposes, or who receives more than one-half of his or her support from a parent, legal guardian or spouse during the 12-month period immediately prior to the last published date for registration for the semester or session. If a student receives more than one-half of his or her support in the aggregate from a parent and/or legal guardian and/or spouse, the student shall be considered financially dependent on the person providing the greater amount of support. The dependent relationship must have formally existed by legally contracted marriage or court order recognized under the laws of the state of Maryland for at least 12 consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the petition applies.

B. Financially Independent: A financially independent student is one who declares to be financially independent as defined herein; does not appear as a dependent on the federal or state income tax returns of any other person; receives less than one-half of his or her support from another person(s); and demonstrates that he or she provides through self-generated support one-half or more of his or her total expenses.

C. Parent: A parent may be a natural parent or, if established by a court order recognized under the laws of the state of Maryland, an adoptive parent.

D. Guardian: A guardian is a person so appointed by a court order recognized under the laws of the state of Maryland.

E. Spouse: A spouse is a partner in a legally contracted marriage as recognized under the laws of the state of Maryland.

F. Self-generated: Describes income which is derived solely from compensation for an individual's own efforts as evidenced, for example by federal or state W-2 forms or IRS Form 1099 where interest income is based upon finances created from one's own efforts. For the purposes of this policy, grants, stipends, awards, benefits, loans and gifts (including federal and state aid, grants and loans) may not be used as self-generated income.

G. Regular Employee: A regular employee is a person employed by the University System of Maryland who is assigned to a state budget line. Examples of categories NOT considered regular employees are graduate assistants, contingent employees if and when needed, and temporaries.



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